

R E P O R T R E S U M E S

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A LOOK AT EDUCATION FOR WORK IN THE OMAHA PUBLIC SCHOOLS.

BY- FARRISH, EDWIN H.

OMAHA BOARD OF EDUC., NEBR.

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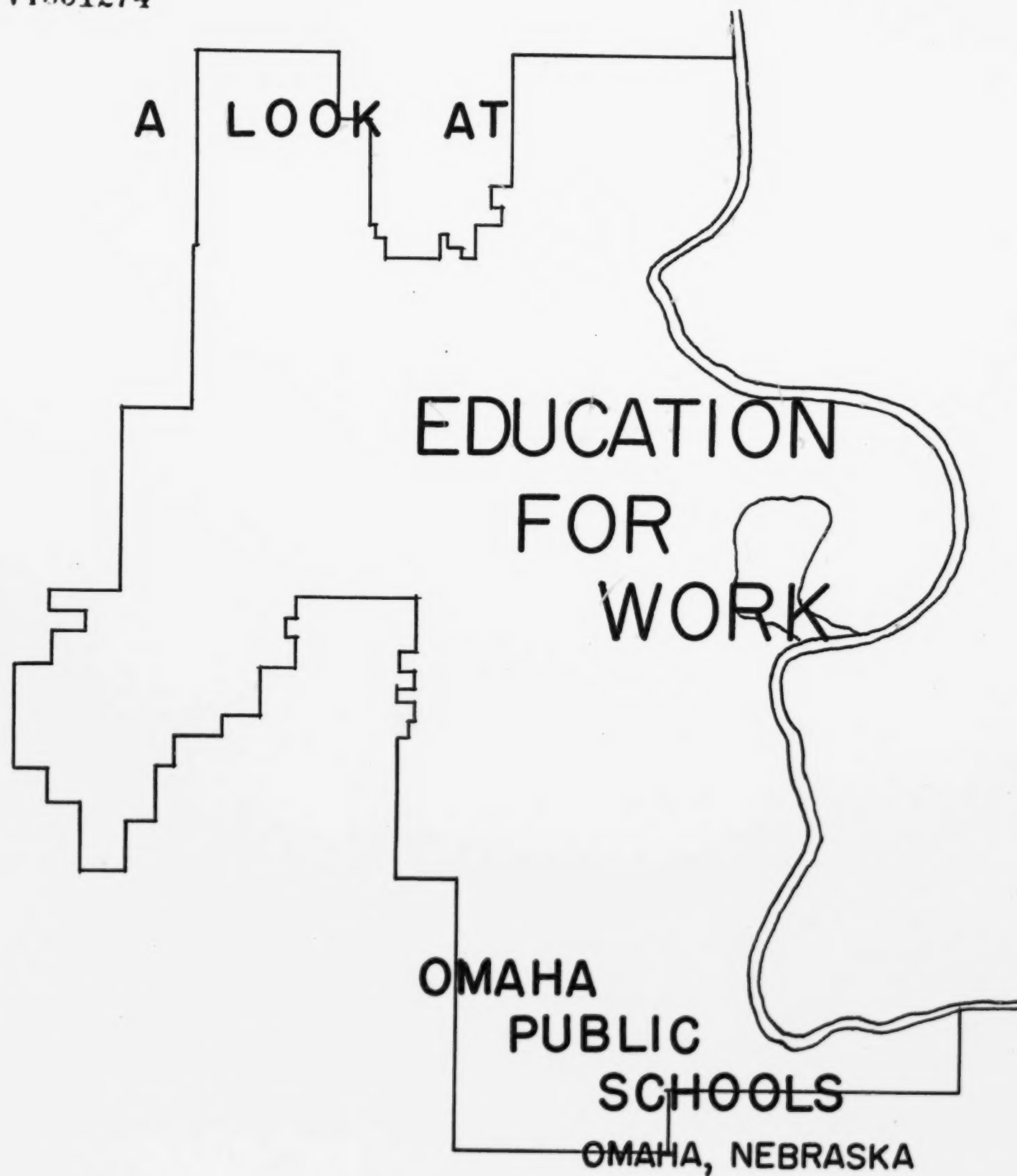
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DESCRIPTORS- *SURVEYS, QUESTIONNAIRES, GRADUATE SURVEYS, VOCATIONAL FOLLOWUP, GRADE 8, GRADE 9, GRADE 12, STUDENT ENROLLMENT, *VOCATIONAL EDUCATION, DROPOUTS, *STUDENT ATTITUDES, PARENT ATTITUDES, LABOR UNIONS, EMPLOYMENT TRENDS, OCCUPATIONAL SURVEYS, *PROGRAM ATTITUDES, APPRENTICESHIPS, EMPLOYMENT PROJECTIONS, EDUCATIONAL INTERESTS, OMAHA, NEBRASKA,

THE PURPOSE OF THIS STUDY WAS TO GATHER AND EVALUATE PERTINENT INFORMATION CONCERNING VOCATIONAL EDUCATION IN METROPOLITAN OMAHA, NEBRASKA. INFORMATION WAS GATHERED BY QUESTIONNAIRE FROM EIGHTH GRADERS, NINTH GRADERS, 12TH GRADERS, 1963 GRADUATES, DROPOUTS, PARENTS, LABOR UNIONS, APPRENTICES, AND BUSINESS ESTABLISHMENTS. STUDENTS IN THE EIGHTH GRADE INDICATED--(1) 52.8 PERCENT INTENDED TO START COLLEGE, (2) 14.6 PERCENT INTENDED TO START POST-SECONDARY SCHOOL, (3) 27.6 PERCENT INTENDED TO FINISH HIGH SCHOOL, (4) 1.8 PERCENT DID NOT PLAN TO START HIGH SCHOOL, AND (5) 3.2 PERCENT HAD NO EDUCATIONAL PLANS. STUDENTS IN THE NINTH GRADE INDICATED--(1) 48.3 PERCENT INTENDED TO START COLLEGE, (2) 15.5 PERCENT INTENDED TO START POST-SECONDARY SCHOOL, (3) 32.4 PERCENT INTENDED TO FINISH HIGH SCHOOL, (4) 1 PERCENT DID NOT PLAN TO FINISH HIGH SCHOOL, AND (5) 2.8 PERCENT HAD NO EDUCATIONAL PLANS. SENIOR STUDENTS OF 1964 INDICATED--(1) 48.3 PERCENT WOULD START COLLEGE, (2) 33.3 PERCENT WOULD WORK, (3) 8.4 PERCENT WOULD START POST-SECONDARY SCHOOL, (4) 5.3 PERCENT WOULD GO INTO THE ARMED FORCES, (5) 2.2 PERCENT WOULD BE HOUSEWIVES, AND (6) 2.5 PERCENT HAD NO PLANS. OTHER STATISTICAL DATA ARE PRESENTED FROM THE REMAINING SOURCES. THE 27 RECOMMENDATIONS INCLUDE (1) BUSINESS, INDUSTRY, AND LABOR SHOULD ASSIST IN STRENGTHENING AN UNDERSTANDING FOR THE PROGRAM OF VOCATIONAL AND TECHNICAL EDUCATION, (2) PARENTS SHOULD HAVE A MORE REALISTIC UNDERSTANDING OF THE EDUCATION FROM WHICH THEIR CHILDREN CAN PROFIT AS WELL AS THE JOBS THEY PROBABLY WILL BE ABLE TO OBTAIN, (3) SCHOOLS SHOULD REEVALUATE THE UNREALISTIC VALUES OF PRESTIGE ATTACHED TO ACADEMIC COURSES, AND (4) SCHOOL DISTRICTS SHOULD DEVELOP A PATTERN OF MATCHING FEDERAL, STATE, AND LOCAL FUNDS FOR VOCATIONAL AND TECHNICAL EDUCATION AS PROVIDED BY THE NEBRASKA STATE PLAN FOR VOCATIONAL EDUCATION. (EM)

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SURVEY AND STUDY
EDUCATION FOR THE WORLD OF WORK
1964

A LOOK AT
EDUCATION FOR WORK

IN THE
OMAHA PUBLIC SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A study of the community relating to the
education needed for successful placement
within the occupations to meet the require-
ments of the economy for Omaha, Nebraska,
and the United States.

by

Edwin H. Parrish
Survey Director

The Omaha board of Education
School District of Omaha
September 1964

OMAHA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Omaha, Nebraska

September 1, 1964

To the Community of Omaha:

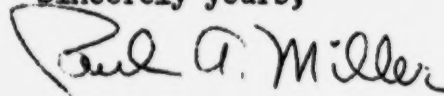
I express my appreciation to all the facets of the community for the concern and interest in reviewing and planning for a program of Education for Work. It is evident from the interaction of all the community groups that this concern is not to be construed as a problem, but a challenge for all of us.

The rapidly increasing complexity of our society, in terms of automation and technology, notes a need for a new look at the knowledge and skills our population requires for employment. This is true for the young adults entering the world of work, as well as the adults demanding a need for new occupational skills and knowledge.

This study is an example of the achievements possible when educators, parents, students and representatives of business, industry and labor unite their efforts in studying information required to meet a common challenge.

The study should be of practical value to all facets of the community in planning and developing a program of Education for Work. Such a program would meet the occupational needs of all youth and adults in the Omaha community.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Paul A. Miller". The signature is fluid and cursive, with the first name "Paul" being more prominent.

Paul A. Miller

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THANKS TO THE 20,000 PERSONS WHO
WERE DIRECTLY ENGAGED IN THIS
SURVEY AND STUDY, TOGETHER WITH
THE 77,000 PERSONS REPRESENTED BY
THEIR PARTICIPATION.

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Creighton Prep	Notre Dame
Holy Name	Sacred Heart
St. Joseph	

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 Associated Retailers of Omaha
 Association of Personnel Directors
 Building Trades Council
 Central Labor Union
 Chamber of Commerce
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 Nebraska State Federation of Labor
 Omaha Area School Administrators
 Omaha Builders Exchange
 Omaha Home Builders Association
 Omaha Plumbing and Heating Contractors Association
 Omaha School Administrators Association
 Omaha Sheet Metal Contractors Association
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3

INTRODUCTION
FOR
SURVEY AND STUDY
EDUCATION FOR WORK
IN THE
OMAHA PUBLIC SCHOOLS

A
SURVEY AND STUDY
OF
EDUCATION FOR THE OMAHA WORLD OF WORK
IN
THE OMAHA PUBLIC SCHOOLS

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SURVEY AND STUDY

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* * * * * EDUCATION FOR THE OMAHA WORLD OF WORK

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COMMUNITY ADVISORY COMMITTEE

Allied Agricultural Areas Labor

Chamber of Commerce Lay Public

Civic Manufacturing

Communication Metropolitan Area Schools

Construction Parochial Schools

Culinary Arts Performing Arts

Finance Real Estate

Government Retail Trade

Health Service

Higher Education Transportation

Insurance Utilities

Inter-Cultural Groups Wholesale Trade

*

*

* OMAHA PUBLIC SCHOOLS SPECIAL CONSULTING COMMITTEES

*

Administration

Supervision

Instruction

Research

*

*

Specific Source Groups

Prepared by:
Edwin H. Parrish
Director
Survey and Study

Approved by:
Paul A. Miller
Superintendent of Schools
Omaha Public Schools

INTRODUCTION

The program of vocational education represents one method of man's efforts to learn to work. The human noted early that he could improve his living by means of work. The practice of learning to work, even in early Egyptian civilization, resulted in forms of vocational education. Throughout history, work instruction has been categorized into the areas of "Do" and "Why". The "Do" has been the process of the job with the "Why" patterned into an arrangement of formal instruction.

A nation must make optimum use of its manpower resources. The constant goal of a nation must be the best possible education and training for all in order to live and make a living. In the United States, at the present time, there is an expanding need for an adequate pool of skilled workers with a background of vocational education. The public schools of the United States have in the past, with a future pointing in the same direction, had the charge for vocational education.

Business and industry of Omaha, Nebraska, are characterized by constant change and thus the manpower needs are greatly affected. The methods and techniques of business and industry will require new approaches to work knowledge and skills. The Omaha Public Schools of Nebraska are in a most vital position. A new pattern of education for the world of work is one of the hopes for Omaha's manpower requirements.

THE SCOPE OF THE SURVEY AND STUDY

The problem was to gather and evaluate all pertinent information concerning the educational needs of the population for earning a living in metropolitan Omaha, Nebraska. This revealed the present status of the Omaha educational program, as geared to earning a living, and aided in determining the guide lines for the future educational program in the world of work.

THE SEARCH FOR THE ANSWERS

The terminology of vocational education, or education for the world of work required definition. This was necessary in order to interpret the results of the survey and study. A common base of understanding resulted for Omaha, Nebraska educators as well as business, industry, management and labor leaders.

I. Definition of terms

A. What is vocational education?

This report uses the term "vocational education" to refer to all Formal instruction for both youth and adults, at the high school, post high school, and out-of-school levels, which prepares individuals for initial entrance into the advancement within an occupation or group of related occupations. From time to time reference will be made in the report to "technical education," which is considered to be a part of the natural continuum of vocational education. References to technical education are used to focus attention upon a phase of vocational education having certain unique characteristics, usually requiring more rigorous science and mathematics background and more exacting skills. ¹

B. What is the world of work?

These workers, too, are considered in this report, the subject of which, in sum, is the more than 100 million Americans who will be working during 1970, a number equal to the entire population of the United States around 1915. In the decade ahead, how well will the educational system of the United States prepare these citizens to enter the shops, stores, factories, homes, offices, farms, and service establishments of the Nation, to change occupations if need be, and to progress in their chosen tasks? ²

¹ Report of Panel Consultants on Vocational Education, Education for a Changing World of Work (Washington, D.C.: U.S. Department of Health Education and Welfare, 1963), p. 5.

² Ibid., p. 4.

II. The Search

A. The Community of Metropolitan Omaha.

1. Determined the present employment possibilities..
2. Projected the future employment requirements.
3. Planned a program of parent education in the interpretation of education for the world of work.

B. The Omaha Public Schools

1. Determined the goals of elementary education in developing an appreciation as well as a sense of values for the world of work.
2. Reviewed the enrichment and exploratory courses of the junior high school in terms of earning a living.
3. Determined the school program for high school youths who upon graduation are preparing to directly enter employment.
4. Examined the needs of youth with academic, sociological, or economic challenges that prevented success in the regular school program as related to the world of work.
5. Ascertained the preparatory work education needed by those youth and adults who have completed or left high school and are available for full-time study.
6. Determined the needs, in relation to additional adult education or re-education, for the continuity of employment.
7. Examined the staff needs concerning an in-service program as to education for the world of work.
 - a. Administration
 - b. Supervision
 - c. Instruction
 - d. Counseling and Guidance
8. Examined standards for education and selection of new teachers in relation to projected personnel needs.
9. Determined the facilities needed for executing the education for the world of work.
10. Estimated the cost of a program for education for the world of work.

THE SIGNIFICANCE OF THE STUDY

A program of education for the World of Work, in terms of youth and adults, is an integral part of the Omaha Public Schools. As such, it was most important to identify the characteristics which relate to this form of education as it exists in the Omaha Public Schools. This study provides conclusions which resulted in a more positive attitude toward education for the World of Work. The facts will be a guide for developing recommendations for this education in Omaha, Nebraska.

I. The national look of importance.

- A. It is becoming increasingly clear that there is no real assurance now that mastery of an occupation, once achieved, will last any worker a lifetime. Although jobs may change, a worker who has mastered the skills of a trade or occupation and who has kept himself abreast of new techniques and developments can reasonably expect to continue in his trade throughout his working life. Pre-employment training of youth must therefore provide a solid occupational foundation. In addition, the potential member of the labor force must be well aware of this responsibility for his own self-development if he is to continue to keep up to date in his occupation. Since more and more workers will need a program of lifelong learning, continuing educational opportunities must be provided to cope with occupational change.

Vocational educators must train more broadly for career patterns, for a lifelong sequence of employment opportunities.³

- B. Liberal education and vocational education are both essential aspects of the problem of preparing an individual for living and for earning a living; they cannot be thought of as hostile or mutually exclusive enterprises. An educational program which recognizes value in both liberal education and vocational education is most desirable for the attainment of future individual and national goals.⁴

³ Report of the Panel of consultants on Vocational Education, op.cit., p. 16.

⁴ Ibid., p. 5.

II. A State Department of Education looked at the importance

- A. Education in our democracy provides leadership in preparing youth for responsible citizenship. Basic to such citizenship is gainful employment. There is no place in the new work force for young men and women who leave high school, either as drop outs or with diploma in hand, without occupational preparation. Acquiring knowledge and skills to earn a living is a necessary part of their education, and this means occupational preparation in the high school for many of them. ⁵
- B. Students are not skilled workers when they finish their occupational preparation programs. Their educational background includes acquisition of sufficient knowledge and skills to make them competent for entry-level employment in various related jobs. ⁶

III. The Omaha Public Schools viewed the importance

- A. The growth of the Omaha metropolitan area in excess of 500,000 people with a total labor force of more than 201,000 is significant. The number of employable people will increase with the population growth. With this growth will come the need for additional programs of education related to the world of work.
- B. In the 1963 survey, 41.8% or 831, of the graduating seniors of Omaha high schools indicated that they would either go directly to work upon graduation or had not yet made plans for the future. This number of graduates should have provided themselves with a marketable skill during their high school career.
- C. The 1963 survey also indicated that 58.2%, or 1,153, of the graduating seniors would continue in school or college. If the national pattern of college enrollees is maintained, one-half of these students will become college drop-outs and should have been provided with a marketable skill either during high school or early in their college program.
- D. Provision for education in terms of the world of work should have been a requirement for approximately 70% of the 1963 graduating seniors.

41.8% note employment upon high school graduation.
29.1% or 50% of 58.2% of college bound but drop out.
70.9%

- E. Approximately one of every three employed person is a woman, therefore, provision for education of girls and young women is a factor in the development of preparatory courses.

⁵ The Bureau of Industrial Education, Occupation Preparation in the High School (Sacramento: California State Department of Education, 1963), p. 4.

⁶ Ibid., p. 5.

an adequate program of research was necessary to insure that education is meeting the requirements of a changing society, as related to the world of work.

ACTION FOR THE SURVEY AND STUDY

- I. A review of the literature pertaining to education for the world of work.
- II. Visitations to representative public school systems.
- III. The instruments for the survey and study were the interview and questionnaire.
 - A. The Sources of Information
 1. The Eighth Grade Students
 2. The Ninth Grade Students
 3. The High School Seniors
 4. The High School Graduates of One Year Ago
 5. The Dropouts of the 1962-1963 School Year
 6. The Statistical Reports of the School District of Omaha
 7. The Parent Leadership in Schools
 8. The Labor Organizations
 9. The Apprentices
 10. Business and Industry Employers
 11. The Nebraska Department of Labor
 12. Civic Groups and Public Agencies
 - B. The Information for Answers
 1. Where are the Jobs in the Community?
 2. What Occupations Support the Economy of this Community?
 3. What Does Labor and Management Desire in Occupational Training?
 4. Does Interest exist for a School of Continuing Education?
 5. What Are the Educational Plans of our Students?
 6. Are the Educational Plans of our Students Realistic?
 7. How do Parents feel about the Occupational Plans for their Children?
 8. What Should be the Educational Program to Meet Occupational Needs.
 9. How do the High School Graduates React to the Educational Program.
 10. How do the Dropouts React to the Educational Program?

IV. Analysis of Data

A. Percentage Tables

B. Frequency Tables

The findings of the survey and study are presented within a framework such as may be readily analyzed and utilized by educators, labor, management and the lay public.

DATA
FOR
SURVEY AND STUDY

THE 1964 EIGHTH GRADE FUTURE EDUCATIONAL PLANS

THE 1964 EIGHTH GRADE FUTURE EDUCATIONAL PLANS

The 8th Grade Scat-Step Test Inventory

	<u>SCHOOL</u> <u>OF</u>					
	<u>COLLEGE</u>	<u>CONTINUING</u> <u>EDUCATION</u>	<u>HIGH SCHOOL</u>	<u>LESS THAN</u> <u>HIGH SCHOOL</u>	<u>NO PLANS</u>	<u>TOTAL</u>
<u>BEVERIDGE</u>						
Male						
White	72	7	10		1	
Negro						
Other						
<u>Total</u>	72	7	10		1	90
Female						
White	61	20	21		2	
Negro						
Other						
<u>Total</u>	61	20	21		2	104
<u>TOTAL</u>	133	27	31		3	194
<u>GEORGE W. NORRIS</u>						
Male						
White	109	41	32	2		
Negro						
Other					9	
<u>Total</u>	109	41	32	2	9	193
Female						
White	122	50	36	1		
Negro		1				
Other			2		5	
<u>Total</u>	122	51	38	1	5	217
<u>TOTAL</u>	231	92	70	3	14	410
<u>HORACE MANN</u>						
Male						
White	4	1	13			
Negro	62	22	68	6	1	
Other						
<u>Total</u>	66	23	81	6	1	177
Female						
White	5		12	2		
Negro	78	22	61	3		
Other			1		2	
<u>Total</u>	83	22	74	5	2	186
<u>TOTAL</u>	149	45	155	11	3	363

THE 1964 EIGHTH GRADE FUTURE EDUCATIONAL PLANS

The 8th Grade Scat-Step Test Inventory

	COLLEGE	SCHOOL OF CONTINUING EDUCATION	HIGH SCHOOL	LESS THAN HIGH SCHOOL	NO PLANS	TOTAL
<u>INDIAN HILL</u>						
Male						
White	29	9	30			
Negro	4		3			
Other						
<u>Total</u>	33	9	33			75
Female						
White	21	7	18		1	
Negro	1		3		1	
Other					1	
<u>Total</u>	22	7	21		3	53
<u>TOTAL</u>	55	16	54		3	128
<u>LEWIS AND CLARK</u>						
Male						
White	170	17	15		3	
Negro						
Other						
<u>Total</u>	170	17	15		3	205
Female						
White	159	27	9		3	
Negro						
Other						
<u>Total</u>	159	27	9		3	198
<u>TOTAL</u>	329	44	24		6	403
<u>McMILLAN</u>						
Male						
White	155	37	68	5	8	
Negro	4		2		1	
Other	1					
<u>Total</u>	160	37	70	5	9	281
Female						
White	135	36	83	4	8	
Negro	6	1	6			
Other	2		2		1	
<u>Total</u>	143	37	91	4	9	284
<u>TOTAL</u>	303	74	161	9	18	565

THE 1964 EIGHTH GRADE FUTURE EDUCATIONAL PLANS

The 8th Grade Scat-Step Test Inventory

	<u>COLLEGE</u>	<u>SCHOOL OF CONTINUING EDUCATION</u>	<u>HIGH SCHOOL</u>	<u>LESS THAN HIGH SCHOOL</u>	<u>NO PLANS</u>	<u>TOTAL</u>
<u>MONROE</u>						
Male						
White	194	34	34	1	7	
Negro						
Other						
<u>Total</u>	194	34	34	1	7	270
Female						
White	147	38	33		1	
Negro	3					
Other						
<u>Total</u>	150	38	33		1	222
<u>TOTAL</u>	344	72	67	1	8	492
<u>RALPH MARRS</u>						
Male						
White	28	16	33		6	
Negro	1		2			
Other		1				
<u>Total</u>	29	17	35		6	87
Female						
White	15	10	41	1	1	
Negro	1		1			
Other					1	
<u>Total</u>	16	10	42	1	2	71
<u>TOTAL</u>	45	27	77	1	8	158
<u>TECHNICAL</u>						
Male						
White	30	12	20	3	2	
Negro	33	12	30	3	5	
Other		1	2		5	
<u>Total</u>	63	25	54	6	12	170
Female						
White	20	15	20	3	1	
Negro	42	28	14	1	2	
Other			3		6	
<u>Total</u>	62	43	37	4	9	155
<u>TOTAL</u>	125	68	101	10	21	325

THE 1964 EIGHTH GRADE FUTURE EDUCATIONAL PLANS

The 8th Grade Scat-Step Test Inventory

	<u>SCHOOL OF CONTINUING EDUCATION</u>	<u>COLLEGE</u>	<u>HIGH SCHOOL</u>	<u>LESS THAN HIGH SCHOOL</u>	<u>NO PLANS</u>	<u>TOTAL</u>
<u>ELEMENTARY</u>						
Male						
white	27	127	115	20	14	
Negro		2	5	3	2	
Other						
<u>Total</u>	27	129	120	23	16	315
Female						
white	45	98	152	9	14	
Negro		2	3	1	5	
Other		1	1			
<u>Total</u>	45	101	156	10	19	331
<u>TOTAL</u>	72	230	276	33	35	646
 <u>GRAND TOTAL</u>	 537	 1,944	 1,016	 68	 119	 3,684
 <u>PERCENT</u>	 14.6%	 52.8%	 27.6%	 1.8%	 3.2%	 100%

PERCENTAGES OF FUTURE EDUCATIONAL PLANS BY SCHOOLS

<u>SCHOOL</u>	<u>COLLEGE</u>	<u>SCHOOL OF CONTINUING EDUCATION</u>	<u>HIGH SCHOOL</u>	<u>LESS THAN HIGH SCHOOL</u>	<u>NO PLANS</u>
BEVERIDGE	68.6%	13.9%	15.9%		1.6%
GEORGE W. NORRIS	56.3	22.5	17.0	0.7	3.5
HORACE MANN	41.1	12.4	42.6	3.0	0.9
INDIAN HILL	42.9	12.6	42.2		2.3
LEWIS AND CLARK	81.7	10.9	5.9		1.5
McMILLAN	53.7	13.1	28.5	1.5	3.2
MONROE	69.9	14.6	13.7	0.2	1.6
RALPH MARRS	28.5	17.1	48.8	.6	5.0
TECHNICAL	38.5	20.9	31.1	3.0	6.5
ELEMENTARY	35.6	11.2	42.7	5.1	5.4

DATA
FOR
SURVEY AND STUDY

THE 1964 NINTH GRADE FUTURE EDUCATIONAL PLANS

THE 1964 NINTH GRADE FUTURE EDUCATIONAL PLANS

IN TERMS

STUDENT PLANS BY SCHOOLS

THE 9th GRADE I.T.E.D. TEST INVENTORY

	SCHOOL OF CONTINUING COLLEGE EDUCATION				HIGH SCHOOL	LESS THAN HIGH SCHOOL	NO PLANS	TOTAL
<u>BENSON HIGH</u>								
Male								
White	141	25	37	3				
Negro								
Other	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>				
Total	142	26	38	3				209
Female								
White	99	58	49	1	2			
Negro			1					
Other	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>			
Total	99	58	50	1	2			210
TOTAL	241	84	88	4	2			419
<u>CENTRAL HIGH</u>								
Male								
White	93	5	23	1				
Negro	7				5			
Other	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>			
Total	101	6	23	1	5			136
Female								
White	47	20	43					
Negro	5	1	4					
Other	<u>1</u>	<u>1</u>	<u>2</u>					
Total	53	21	54					128
TOTAL	154	27	77	1	5			264
<u>NORTH HIGH</u>								
Male								
White	78	16	59	2	8			
Negro	4		3	1				
Other	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>			
Total	82	16	64	3	8			173
Female								
White	66	30	81	9	2			
Negro	9	5	2					
Other	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>			
Total	75	36	83	9	2			205
TOTAL	157	52	147	12	10			378

THE 1964 NINTH GRADE FUTURE EDUCATIONAL PLANS

IN TERMS

STUDENT PLANS BY SCHOOLS

THE 9th GRADE I.T.E.D. TEST INVENTORY

	<u>SCHOOL</u> <u>OF</u>					
	<u>COLLEGE</u>	<u>CONTINUING</u> <u>EDUCATION</u>	<u>HIGH SCHOOL</u>	<u>LESS THAN</u> <u>HIGH SCHOOL</u>	<u>NO PLANS</u>	<u>TOTAL</u>
<u>SOUTH HIGH</u>						
Male						
White	101	38	132	4	19	
Negro	2	2	4			
Other	<u>1</u>	<u> </u>	<u>1</u>	<u> </u>	<u> </u>	
<u>Total</u>	104	40	137	4	19	304
Female						
White	47	37	179	2	14	
Negro	2		3			
Other	<u> </u>	<u> </u>	<u>3</u>	<u> </u>	<u> </u>	
<u>Total</u>	49	37	185	2	14	287
<u>TOTAL</u>	153	77	322	6	33	591
 <u>TECHNICAL HIGH</u>						
Male						
White	44	27	79	4		
Negro	37	13	50	1	26	
Other	<u>3</u>	<u> </u>	<u>5</u>	<u> </u>	<u> </u>	
<u>Total</u>	84	40	134	5	26	289
Female						
White	19	20	53	3		
Negro	28	16	38		19	
Other	<u> </u>	<u>1</u>	<u>1</u>	<u> </u>	<u> </u>	
<u>Total</u>	47	37	92	3	19	198
<u>TOTAL</u>	131	77	226	8	45	487
 <u>BEVERIDGE</u>						
Male						
White	77	4	11			
Negro						
Other	<u>1</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	
<u>Total</u>	78	4	11			93
Female						
White	50	15	22			
Negro						
Other	<u>1</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	
<u>Total</u>	51	15	22			88
<u>TOTAL</u>	129	19	33			181

THE 1964 NINTH GRADE FUTURE EDUCATIONAL PLANS

IN TERMS

STUDENT PLANS BY SCHOOLS

THE 9th GRADE I.T.E.D. TEST INVENTORY

	<u>COLLEGE</u>	<u>SCHOOL OF CONTINUING EDUCATION</u>	<u>HIGH SCHOOL</u>	<u>LESS THAN HIGH SCHOOL</u>	<u>NO PLANS</u>	<u>TOTAL</u>
<u>GEORGE W. NORRIS</u>						
Male						
White	160	22	21	1	2	
Negro			1			
Other	<u>4</u>	<u>1</u>	<u>1</u>	<u> </u>	<u> </u>	
<u>Total</u>	164	23	23	1	2	213
Female						
White	105	22	33			
Negro						
Other	<u> </u>	<u> </u>	<u> </u>			
<u>Total</u>	105	22	33			160
<u>TOTAL</u>	269	45	56	1	2	373
<u>HORACE MANN</u>						
Male						
White	4	2	4			
Negro	48	8	24			
Other	<u>1</u>	<u>1</u>	<u>1</u>			
<u>Total</u>	53	11	29			93
Female						
White	8	2	9	1		
Negro	64	9	26	1		
Other	<u>1</u>	<u> </u>	<u>1</u>	<u> </u>		
<u>Total</u>	73	11	36	2		122
<u>TOTAL</u>	126	22	65	2		215
<u>INDIAN HILL</u>						
Male						
White	34	5	12			
Negro	4	1	1			
Other	<u> </u>	<u> </u>	<u> </u>			
<u>Total</u>	38	6	13			57
Female						
White	12	18	33		3	
Negro	2	2	1			
Other	<u> </u>	<u> </u>	<u> </u>		<u> </u>	
<u>Total</u>	14	20	34		3	71
<u>TOTAL</u>	52	26	47		3	128

THE 1964 NINTH GRADE FUTURE EDUCATIONAL PLANS

IN TERMS

STUDENT PLANS BY SCHOOLS

THE 9th GRADE I.T.E.D. TEST INVENTORY

	SCHOOL OF					
	COLLEGE	CONTINUING EDUCATION	HIGH SCHOOL	LESS THAN HIGH SCHOOL	NO PLANS	TOTAL
<u>LEWIS AND CLARK</u>						
Male						
White	108	40	39		2	
Negro	1	1				
Other						
<u>Total</u>	109	41	39		2	191
Female						
White	98	42	41	1		
Negro						
Other						
<u>Total</u>	98	42	41	1		182
<u>TOTAL</u>	207	83	80	1	2	373
 <u>RALPH MARRS</u>						
Male						
White	18	11	20		3	
Negro	3		1			
Other	1	1	1			
<u>Total</u>	22	12	22		3	59
Female						
White	25	23	27	3	2	
Negro						
Other		1	1			
<u>Total</u>	25	24	28	3	2	82
<u>TOTAL</u>	47	36	50	3	5	141
 <u>McMILLAN</u>						
Male						
White	92	19	38	1	1	
Negro						
Other	1					
<u>Total</u>	93	19	38	1	1	152
Female						
White	43	25	36		2	
Negro	1					
Other			2			
<u>Total</u>	44	25	38		2	109
<u>TOTAL</u>	137	44	76	1	3	261

THE 1964 NINTH GRADE FUTURE EDUCATIONAL PLANS

IN TERMS

STUDENT PLANS BY SCHOOLS

THE 9th GRADE I.T.E.D. TEST INVENTORY

	<u>SCHOOL</u> <u>OF</u>	<u>COLLEGE</u>	<u>CONTINUING</u> <u>EDUCATION</u>	<u>HIGH SCHOOL</u>	<u>LESS THAN</u> <u>HIGH SCHOOL</u>	<u>NO PLANS</u>	<u>TOTAL</u>
<u>MONROE</u>							
Male							
White		67	12	5		2	
Negro							
Other							
<u>Total</u>		67	12	5		2	86
Female							
White		44	10	12		1	
Negro							
Other							
<u>Total</u>		44	10	12		1	67
<u>TOTAL</u>		111	22	17		3	153
<u>Grand Total</u>		1,914	614	1,284	39	113	3,964
<u>Percent</u>		48.3%	15.5%	32.4%	1.0%	2.8%	100%

PERCENTAGES

THE 1964 NINTH GRADE FUTURE EDUCATIONAL PLANS

STUDENT PLANS BY SCHOOLS

<u>SCHOOL</u>	<u>COLLEGE</u>	<u>SCHOOL</u> <u>OF</u> <u>CONTINUING</u> <u>EDUCATION</u>	<u>HIGH SCHOOL</u>	<u>LESS THAN</u> <u>HIGH SCHOOL</u>	<u>NO PLANS</u>
Benson High	57.5%	20.0%	21.0%	1.0%	0.5%
Central High	58.3	10.2	29.2	0.4	1.9
North High	41.5	13.8	38.9	3.2	2.6
South High	25.9	13.0	54.5	1.0	5.6
Technical High	26.9	15.8	46.4	1.7	9.2
Beveridge	71.2	10.5	18.3		
George W. Norris	72.1	12.1	15.0	0.3	.5
Horace Mann	58.6	10.2	30.3	0.9	
Indian Hill	40.6	20.3	36.7		2.4
Lewis and Clark	55.5	22.3	21.5	0.2	0.5
Ralph Marrs	33.3	25.5	35.5	2.1	3.6
McMillan	52.5	16.9	29.1	0.3	1.2
Monroe	72.5	14.4	11.2		1.9
<u>Grand Total</u>	48.3%	15.5%	32.4%	1.0%	2.8%

THE 1964 NINTH GRADE FUTURE EDUCATIONAL PLANS

IN TERMS

EMPLOYMENT OF FATHER OR HEAD OF HOUSEHOLD

THE 9th GRADE I.T.E.D. TEST INVENTORY

	<u>COLLEGE</u>	<u>SCHOOL OF CONTINUING EDUCATION</u>	<u>HIGH SCHOOL</u>	<u>LESS THAN HIGH SCHOOL</u>	<u>NO PLANS</u>	<u>TOTAL</u>
<u>BENSON HIGH</u>						
Professional	40	6	4	1		51
Managerial	57	20	22	2		101
Clerical	34	13	9			56
Sales	21	8	6			35
Skilled Workers	39	21	20			80
Machine Operators	19	4	8	1	2	34
Household Workers	2					2
Service Workers	14	5	12			31
Laborers	6	5	6			17
Others	<u>9</u>	<u>2</u>	<u>1</u>			<u>12</u>
<u>Total</u>	241	84	88	4	2	419
<u>CENTRAL HIGH</u>						
Professional	28	1	4			33
Managerial	30	2	8			40
Clerical	15	2	5			22
Sales	9	2	6		2	19
Skilled Workers	23	9	18		1	51
Machine Operators	8	1	2	1		12
Household Workers	4	1	2		1	8
Service Workers	23	1	8		1	33
Laborers	4	2	10			16
Others	<u>10</u>	<u>6</u>	<u>14</u>			<u>30</u>
<u>Total</u>	154	27	77	1	5	264
<u>NORTH HIGH</u>						
Professional	20	2	4	1		27
Managerial	22	2	15	1		40
Clerical	17	18	11	1		47
Sales	5	1	6			12
Skilled Workers	25	4	28			57
Machine Operators	11	2	10			23
Household Workers			2			2
Service Workers	11	7	18	1	1	38
Laborers	5	3	6		1	15
Others	<u>41</u>	<u>13</u>	<u>47</u>	<u>8</u>	<u>8</u>	<u>117</u>
<u>Total</u>	157	52	147	12	10	378
<u>SOUTH HIGH</u>						
Professional	5	3	7			15
Managerial	21	13	25			59
Clerical	11	5	11			27
Sales	9	2	15			26
Skilled Workers	50	25	124			199
Machine Operators	13	8	30	1	1	53
Household Workers	2	1	3			6
Service Workers	13	6	22	1		42
Laborers	14	9	30	2	2	57
Others	<u>15</u>	<u>5</u>	<u>55</u>	<u>2</u>	<u>30</u>	<u>107</u>
<u>Total</u>	153	77	322	6	33	591

THE 1964 NINTH GRADE FUTURE EDUCATIONAL PLANS

IN TERMS

EMPLOYMENT OF FATHER OR HEAD OF HOUSEHOLD

THE 9th GRADE I.T.E.D. TEST INVENTORY

	SCHOOL OF					
	COLLEGE	CONTINUING EDUCATION	HIGH SCHOOL	LESS THAN HIGH SCHOOL	NO PLANS	TOTAL
<u>TECHNICAL HIGH</u>						
Professional	11	6	12	1		30
Managerial	9	7	13			31
Clerical	8	6	13			27
Sales	7	4	4			15
Skilled Workers	29	22	58	1		110
Machine Operators	7	3	17		1	28
Household Workers	10	3	11			24
Service Workers	17	13	41	1	1	73
Laborers	16	5	22		2	45
Others	17	8	33	5	41	104
<u>Total</u>	131	77	226	8	45	487
<u>BEVERIDGE</u>						
Professional	25	1	2			28
Managerial	38	4	7			49
Clerical	12	1	2			15
Sales	19	4	5			28
Skilled Workers	18	3	9			30
Machine Operators	5	3	1			9
Household Workers						
Service Workers	4	1	3			8
Laborers	6	2	4			12
Others	2					2
<u>Total</u>	129	19	33			181
<u>GEORGE W. NORRIS</u>						
Professional	46	6	7			59
Managerial	101	8	16			125
Clerical	30	5	3			38
Sales	38	4				42
Skilled Workers	22	12	14	1		49
Machine Operators	7	2	5			14
Household Workers	1					1
Service Workers	7	2	8			17
Laborers	3	1	1			5
Others	14	5	2		2	23
<u>Total</u>	269	45	56	1	2	373
<u>HORACE MANN</u>						
Professional	11	1	3			15
Managerial	10	1	5			16
Clerical	1		4	1		6
Sales			1			1
Skilled Workers	49	8	20			77
Machine Operators	3	2	2			7
Household Workers	11	2	6			19
Service Workers	17	2	7			26
Laborers	11	3	7			21
Others	13	3	10	1		27
<u>Total</u>	126	22	65	2		215

THE 1964 NINTH GRADE FUTURE EDUCATIONAL PLANS

IN TERMS

EMPLOYMENT OF FATHER OR HEAD OF HOUSEHOLD

THE 9th GRADE I.T.E.D. TEST INVENTORY

	COLLEGE	SCHOOL OF CONTINUING EDUCATION	HIGH SCHOOL	LESS THAN HIGH SCHOOL	NO PLANS	TOTAL
<u>INDIAN HILL</u>						
Professional	5	2	5			12
Managerial	13	1	2			16
Clerical			4			4
Sales	1	3	2			6
Skilled Workers	13	7	11			31
Machine Operators	4	2	3			9
Household Workers			1			1
Service Workers	6	1	4			11
Laborers	3		3			6
Others	<u>7</u>	<u>10</u>	<u>12</u>		<u>3</u>	<u>32</u>
<u>Total</u>	52	26	47		3	128
<u>LEWIS AND CLARK</u>						
Professional	34	6	7			47
Managerial	56	12	8			76
Clerical	20	10	5			35
Sales	23	9	7			39
Skilled Workers	36	16	24			76
Machine Operators	13	8	4	1		26
Household Workers		1	1			2
Service Workers	17	10	7			34
Laborers	5	3	10			18
Others	<u>3</u>	<u>8</u>	<u>7</u>		<u>2</u>	<u>20</u>
<u>Total</u>	207	83	80	1	2	373
<u>RALPH MARRS</u>						
Professional	3					3
Managerial	4	2	2			8
Clerical	4	4	4			12
Sales	3	2	2			7
Skilled Workers	16	10	17	1		44
Machine Operators	2	2	3			7
Household Workers			2			2
Service Workers	5	5	5	1	1	17
Laborers	7	8	10		1	26
Others	<u>3</u>	<u>3</u>	<u>5</u>	<u>1</u>	<u>3</u>	<u>15</u>
<u>Total</u>	47	36	50	3	5	141
<u>McMILLAN</u>						
Professional	29	4	2			35
Managerial	42	13	11			66
Clerical	18	7	12			37
Sales	13	2	6			21
Skilled Workers	19	9	18	1		47
Machine Operators	6	4	7			17
Household Workers						
Service Workers	5	2	9			16
Laborers		1	9			10
Others	<u>5</u>	<u>2</u>	<u>2</u>		<u>3</u>	<u>12</u>
<u>Total</u>	137	44	76	1	3	261

THE 1964 NINTH GRADE FUTURE EDUCATIONAL PLANS

IN TERMS

EMPLOYMENT OF FATHER OR HEAD OF HOUSEHOLD

THE 9th GRADE I.T.E.D. TEST INVENTORY

	<u>COLLEGE</u>	<u>SCHOOL OF CONTINUING EDUCATION</u>	<u>HIGH SCHOOL</u>	<u>LESS THAN HIGH SCHOOL</u>	<u>NO PLANS</u>	<u>TOTAL</u>
<u>MONROE</u>						
Professional	21	2				23
Managerial	30	5	4			39
Clerical	18	4	2			24
Sales	17	1				18
Skilled Workers	8	5	7			20
Machine Operators	3	2	1			6
Household Workers						
Service Workers	9	1				10
Laborers	1	1	1			3
Others	4	1	2		3	10
<u>Total</u>	111	22	17		3	153
<u>Grand Total</u>	1,914	614	1,284	39	113	3,964
<u>Percent</u>	48.3%	15.5%	32.4%	1.0%	2.8%	100%

COMPARISON PERCENTAGES

EMPLOYMENT OF FATHER OR HEAD OF HOUSEHOLD

THE NINTH GRADE STUDENTS

AND

THE OMAHA, NEBRASKA EMPLOYMENT

<u>MAJOR OCCUPATION GROUPS</u>	<u>THE NINTH GRADE PARENT</u>	<u>1960 OMAHA EMPLOYMENT</u>	<u>1960 METROPOLITAN OMAHA EMPLOYMENT</u>
Professional	9.9%	11.4%	11.1%
Managerial	16.6	9.1	11.2
Clerical	8.9	20.5	19.4
Sales	6.9	8.5	7.8
Skilled Workers	21.9	12.2	13.3
Machine Operators	6.2	15.8	15.8
Household Workers	1.6	1.7	1.7
Service Workers	8.9	10.6	9.5
Laborers	6.3	4.9	5.7
Others	12.8	5.3	4.5

THE 1964 NINTH GRADE FUTURE EDUCATIONAL PLANS

IN TERMS

EMPLOYMENT OF FATHER OR HEAD OF HOUSEHOLD

THE 9th GRADE I.T.E.D. TEST INVENTORY

<u>PARENTAL</u> <u>OCCUPATION</u>	<u>SCHOOL</u> <u>OF</u> <u>CONTINUING</u> <u>EDUCATION</u>				<u>LESS THAN</u> <u>HIGH SCHOOL</u>	<u>NO PLANS</u>	<u>TOTAL</u>
	<u>COLLEGE</u>	<u>HIGH SCHOOL</u>	<u>LESS THAN</u> <u>HIGH SCHOOL</u>	<u>NO PLANS</u>			
Professional	278	40	57	3			378
Managerial	433	90	140	3			666
Clerical	188	75	85	2			350
Sales	165	42	60		2		269
Skilled Workers	347	151	368	4	1		871
Machine Operators	101	43	93	4	4		245
Household Workers	30	8	28		1		67
Service Workers	148	56	144	4	4		356
Laborers	81	43	119	2	6		251
Others	143	66	190	17	95		511
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	
<u>TOTAL</u>	1,914	614	1,284	39	113		3,964

DEFINITION OF MAJOR OCCUPATION GROUPS

- Professional - A formal education in well organized fields of knowledge.
- Managerial - Managers, officials, and proprietors.
- Clerical - Business occupations.
- Sales - Retail and wholesale sales and distribution of goods.
- Skilled Workers - Tradesmen and craftsmen.
- Machine Operators - Semi-skilled workers as operatives.
- Household Workers - Domestic workers.
- Service Workers - Services for comfort, enjoyment, and protection of lives.
- Laborers - Unskilled occupations.
- Others - Occupations not classified elsewhere.

DATA
FOR
SURVLY AND STUDY

THE 1964 SENIOR OCCUPATIONAL INTEREST INVENTORY

THE 1964 HIGH SCHOOL SENIOR OCCUPATIONAL INTEREST INVENTORY

For

An Omaha School of Continuing Education

Occupational Courses

13th and 14th School Years

General Information

<u>SCHOOL</u>	<u>TOTAL RETURNS</u>	<u>RETURNS</u>		<u>White</u>	<u>RETURNS Negro</u>	<u>Other</u>
		<u>Male</u>	<u>Female</u>			
Benson	468	224	244	468		
Beveridge	71	32	39	71		
Central	493	240	253	424	66	3
North	400	211	189	386	14	
South	633	315	318	613	16	4
Technical	358	211	147	226	132	
<u>Total</u>	2,423	1,233	1,190	2,188	228	7
Archbishop Ryan	213	107	106	213		
Cathedral	111	40	71	111		
Creighton Prep	212	212		207	1	4
Holy Name	60	29	31	60		
Marian	84		84	83	1	
Mercy	130		130	129	1	
Notre Dame	71		71	66	3	2
Sacred Heart	18	8	10	15	3	
St. Joseph	31	11	20	30		1
<u>Total</u>	930	407	523	914	9	7
Bellevue	280	152	128	279	1	
Millard	32	16	16	32		
Papillion	56	31	25	55		1
Ralston	41	18	23	41		
School for the Deaf	8	6	2	8		
Westside	313	159	154	312		1
<u>Total</u>	730	382	348	727	1	2
Ashland	37	22	15	37		
Bennington	20	8	12	20		
Blair	89	41	48	89		
Elkhorn	27	17	10	27		
Fort Calhoun	11	3	8	11		
Fremont	249	138	111	249		
Gretna	21	11	10	21		
Mead	14	9	5	14		
Nebraska City	91	48	43	90	1	
Plattsmouth	88	37	51	88		
Springfield	32	20	12	32		
Valley	27	12	15	27		
Wahoo	52	30	22	52		
Waterloo	5	1	4	5		
Yutan	13	4	9	13		
<u>Total</u>	776	401	375	775	1	
<u>Grand Total</u>	4,859	2,423	2,436	4,604	239	16

THE 1964 HIGH SCHOOL SENIOR OCCUPATIONAL INTEREST INVENTORY

For

An Omaha School of Continuing Education

Occupational Courses

13th and 14th School Years

TENTATIVE PLANS FOR SEPTEMBER 1964

<u>SCHOOL</u>	<u>ATTEND COLLEGE</u>	<u>NO PLANS</u>	<u>SCHOOL OF CONTINUING EDUCATION</u>	<u>MILITARY SERVICE</u>	<u>WORK</u>	<u>HOMEMAKER</u>	<u>TOTAL</u>
Benson	311	9	46	17	83	2	468
Beveridge	56	2	3		10		71
Central	385	13	31	13	50	1	493
North	220	20	48	26	86		400
South	294	47	82	38	264	8	633
Technical	77	39	46	40	152	4	358
<u>Total</u>	1,243	130	256	134	645	15	2,423
Archbishop Ryan	121	4	23	4	58	3	213
Cathedral	77		12	6	16		111
Creighton Prep	193	2	6	8	3		212
Holy Name	39	6	9	1	5		60
Marian	66	3	4		11		84
Mercy	77	4	18		30	1	130
Notre Dame	35		5		28	3	71
Sacred Heart	6		3	2	6	1	18
St. Joseph	5		8		18		31
<u>Total</u>	619	19	88	21	175	8	930
Bellevue	211	6	24	5	33	1	280
Millard	14	4	7	3	4		32
Papillion	30	1	11	3	11		56
Ralston	28	1	5	1	5	1	41
School for the Deaf	2	1	4		1		8
Westside	248	7	30	4	21	3	313
<u>Total</u>	533	20	81	16	75	5	730
Ashland	10	4	7	2	13	1	37
Bennington	9		2	1	8		20
Blair	38	6	14	3	27	1	89
Elkhorn	16	1	5		5		27
Fort Calhoun	3		1	1	6		11
Fremont	121	12	29	16	70	1	249
Gretna	8		7	1	5		21
Mead	8	1	2	2	1		14
Nebraska City	31	5	11	21	21	2	91
Plattsmouth	33	3	26	4	20	2	88
Springfield	9	6	8	2	5	2	32
Valley	10	2	5		10		27
Wahoo	27	2	10		12	1	52
Waterloo	1		1	1	2		5
Yutan	7	2			3	1	13
<u>Total</u>	331	44	128	54	208	11	776
<u>Grand Total</u>	2,726	213	553	225	1,103	39	4,859
Percent	56.1	4.4	11.4	4.6	22.7	0.8	100.0%

THE 1964 HIGH SCHOOL SENIOR OCCUPATIONAL INTEREST INVENTORY

For

An Omaha School of Continuing Education

Occupational Courses

13th and 14th School Years

CONTINUING EDUCATION

<u>SCHOOL</u>	<u>ENROLLMENT</u>	<u>RETURNS</u>	<u>INTEREST</u>		<u>TOTAL INTEREST</u>
			<u>MALE</u>	<u>FEMALE</u>	
Benson	500	468	72	93	165
Beveridge	71	71	7	17	24
Central	531	493	45	69	114
North	483	400	94	93	187
South	665	633	158	152	310
Technical	367	358	135	77	212
<u>Total</u>	2,617	2,423	511	501	1,012
Archbishop Ryan	231	213	24	37	61
Cathedral	117	111	28	37	65
Creighton Prep	233	212	17		17
Holy Name	63	60	8	8	16
Marian	90	84		15	15
Mercy	147	130		31	31
Notre Dame	72	71		19	19
Sacred Heart	18	18	8	9	17
St. Joseph	32	31	6	15	21
<u>Total</u>	1,003	930	91	171	262
Bellevue	376	280	25	21	46
Millard	39	32	2	10	12
Papillion	65	56	12	13	25
Ralston	56	41	7	6	13
School for the Deaf	10	8	2	1	3
Westside	360	313	43	44	87
<u>Total</u>	906	730	91	95	186
Ashland	43	37	11	7	18
Bennington	23	20	3	2	5
Blair	100	89	17	17	34
Elkhorn	31	27	6	7	13
Fort Calhoun	13	11		2	2
Fremont	280	249	52	34	86
Gretna	26	21	7	2	9
Mead	14	14	1	1	2
Nebraska City	102	91	7	4	11
Plattsmouth	90	88	18	29	47
Springfield	34	32	12	5	17
Valley	28	27	8	9	17
Wahoo	57	52	14	7	21
Waterloo	6	5		3	3
Yutan	15	13	2	7	9
<u>Total</u>	862	776	158	136	294
<u>Grand Total</u>	5,388	4,859	851	903	1,754

THE 1964 HIGH SCHOOL SENIOR OCCUPATIONAL INTEREST INVENTORY

For

An Omaha School of Continuing Education

Occupational Courses

13th and 14th School Years

SCHOOL	PERCENT RETURNS	CONTINUING EDUCATION		
		PERCENT OF INTREST RETURNS		PERCENT OF INTEREST RETURNS
		MALE	FEMALE	TOTAL
Benson	94%	15%	20%	35%
Beveridge	100	10	24	34
Central	93	9	14	23
North	83	24	23	47
South	95	25	24	49
Technical.	98	38	21	59
<u>Total</u>	93%	21%	21%	42%
Archbishop Ryan	92%	11%	18%	29%
Cathedral	95	25	34	59
Creighton Prep	91	8		8
Holy Name	95	13	13	26
Marian	93		18	18
Mercy	88		24	24
Notre Dame	99		27	27
Sacred Heart	100	45	50	95
St. Joseph	97	19	49	68
<u>Total</u>	93%	10%	18%	28%
Bellevue	74%	9%	8%	17%
Millard	82	6	32	38
Papillion	86	22	23	45
Ralston	73	17	15	32
School for the Deaf	80	25	13	38
Westside	90	14	14	28
<u>Total</u>	81%	12%	12%	24%
Ashland	86%	30%	19%	49%
Bennington	87	15	10	25
Blair	89	19	19	38
Elkhorn	87	22	26	48
Fort Calhoun	85		18	18
Fremont	89	21	14	35
Gretna	81	33	10	43
Mead	100	7	7	14
Nebraska City	89	8	4	12
Plattsmouth	98	20	33	53
Springfield	94	38	15	53
Valley	96	30	33	63
Wahoo	91	27	13	40
Waterloo	83		60	60
Yutan	87	15	54	69
<u>Total</u>	90%	20%	18%	38%
Grand Total	90%	17%	19%	36%

THE 1964 HIGH SCHOOL SENIOR OCCUPATIONAL INTEREST INVENTORY

For

An Omaha School of Continuing Education

Occupational Courses

13th and 14th School Years

<u>SCHOOL</u>	<u>CONTINUING EDUCATION</u>		<u>TENTATIVE</u>		<u>ABILITY</u>	
	<u>INTEREST</u>		<u>CAREER SELECTION</u>		<u>FOR PAYMENT</u>	
			<u>Number</u>	<u>Percent</u>	<u>\$250 YEARLY TUITION</u>	
			<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Benson	165		59	36%	75	45%
Beveridge	24		14	58	16	67
Central	114		64	56	97	85
North	187		97	52	161	86
South	310		157	51	203	65
Technical	212		112	53	149	70
<u>Total</u>	1,012		503	50%	701	69%
Archbishop Ryan	61		41	67%	36	59%
Cathedral	65		40	62	58	89
Creighton Prep	17		9	53	13	76
Holy Name	16		10	63	12	75
Marian	15		5	33	13	87
Mercy	31		17	55	22	71
Notre Dame	19		12	63	13	68
Sacred Heart	17		6	35	12	71
St. Joseph	21		8	38	8	38
<u>Total</u>	262		148	56%	187	71%
Bellevue	46		24	52%	32	70%
Millard	12		7	58	7	58
Papillion	25		15	60	22	88
Ralston	13		9	69	11	85
School for the Deaf	3		2	67	2	67
Westside	87		51	59	78	90
<u>Total</u>	186		108	58%	152	82%
Ashland	18		5	28%	15	83%
Bennington	5		3	60	5	100
Blair	34		15	44	29	85
Elkhorn	13		5	38	11	85
Fort Calhoun	2		1	50	2	100
Fremont	86		34	40	71	83
Gretna	9		8	89	8	89
Mead	2		1	50	2	100
Nebraska City	11		7	64	9	82
Plattsmouth	47		26	55	40	85
Springfield	17		6	35	12	71
Valley	17		5	29	16	94
Wahoo	21		12	57	20	95
Waterloo	3		3	100	3	100
Yutan	9		4	44	8	89
<u>Total</u>	294		135	46%	251	85%
<u>Grand Total</u>	1,754		894	51%	1,291	74%

THE 1964 HIGH SCHOOL SENIOR OCCUPATIONAL INTEREST INVENTORY

For

An Omaha School of Continuing Education

Occupational Courses

13th and 14th School Years

SPECIFIC OCCUPATIONAL INTERESTS

<u>SCHOOL</u>	<u>ALLIED AGRICULTURE</u>	<u>FARM REPAIR</u>	<u>BUSINESS RECORDS</u>	<u>COMPUTER PROGRAMING</u>	<u>DATA PRCESSING</u>	<u>GENERAL CLERICAL</u>
Benson	4		16	4	3	13
Beveridge						4
Central			20		2	14
North	5	1	12	6	3	13
South	5		11	6	2	47
Technical			20	6	1	13
<u>Total</u>	14	1	79	22	11	104
Archbishop Ryan			1	1		12
Cathedral			6	4	2	4
Creighton Prep			6	6		1
Holy Name			6	1		1
Marian						4
Mercy			1		1	6
Notre Dame				2		7
Sacred Heart			2	2		1
St. Joseph			3			4
<u>Total</u>			25	16	3	40
Bellevue			4	2	1	3
Millard			2	3		3
Papillion	2		3	1	1	1
Ralston					1	
School for the Deaf						
Westside			7	4		3
<u>Total</u>	2		16	10	3	10
Ashland	2				3	2
Bennington						2
Blair				1		1
Elkhorn	1		2	3	2	
Fort Calhoun						
Fremont	2		8		2	9
Gretna		2	4			
Mead						
Nebraska City	1					
Plattsmouth			5	1		5
Springfield	2	1			1	3
Valley	1					2
Wahoo	5			1	1	1
Waterloo						
Yutan			1			
<u>Total</u>	14	3	20	6	9	25
<u>Grand Total</u>	30	4	140	54	26	179

THE 1964 HIGH SCHOOL SENIOR OCCUPATIONAL INTEREST INVENTORY

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SPECIFIC OCCUPATIONAL INTERESTS

<u>SCHOOL</u>	<u>MACHINE DUPLICATION</u>	<u>KEY PUNCH OPERATORS</u>	<u>STENOGRAPHIC</u>	<u>HOSTESS CASHIER</u>	<u>RETAILING</u>	<u>SALES SERVICE</u>
Benson	2	14	8	1	1	
Beveridge		5	3			1
Central		2	3	1	2	3
North	2	15	16	1	1	4
South	2	12	16	2	3	5
Technical	<u>4</u>	<u>7</u>	<u>6</u>	<u>4</u>	<u>4</u>	<u>2</u>
<u>Total</u>	10	55	52	9	11	15
Archbishop Ryan		2	6			2
Cathedral		1		2		3
Creighton Prep						
Holy Name		1			1	
Marian		2	2			
Mercy		5	1			1
Notre Dame		1				
Sacred Heart						
St. Joseph	<u>1</u>	<u>3</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>
<u>Total</u>	1	15	9	2	1	6
Bellevue		1	3		3	
Millard		1				
Papillion		4				
Ralston						
School for the Deaf		1				
Westside		<u>4</u>	<u>1</u>		<u>4</u>	<u>2</u>
<u>Total</u>		11	4		7	2
Ashland	1		1			
Bennington						
Blair		1				
Elkhorn						
Fort Calhoun						
Fremont		3	3		1	1
Gretna				1		
Mead						
Nebraska City						
Plattsmouth		3	3			1
Springfield		1				
Valley			1			
Wahoo		2				
Waterloo						
Yutan	<u>—</u>	<u>1</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>
<u>Total</u>	1	11	8	1	1	2
<u>Grand Total</u>	12	92	73	12	20	25

THE 1964 HIGH SCHOOL SENIOR OCCUPATIONAL INTEREST INVENTORY

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SPECIFIC OCCUPATIONAL INTERESTS

<u>SCHOOL</u>	<u>SALES GOODS</u>	<u>SMALL BUSINESS</u>	<u>CLOTHING ALTERATION</u>	<u>CUSTOM HOUSEKEEPING</u>	<u>FOOD CATERING</u>	<u>HOME ASSISTANTS</u>
Benson	6	2	1			
Beveridge						
Central	1	2				
North	2	4			1	
South	3	4	1			
Technical	<u>3</u>	<u>2</u>	<u> </u>		<u>2</u>	
<u>Total</u>	15	14	2		3	
Archbishop Ryan		4	1			
Cathedral			1		1	
Creighton Prep						
Holy Name			1		1	
Marian						
Mercy			2			
Notre Dame						
Sacred Heart			1	1		
St. Joseph	<u>1</u>	<u>1</u>	<u> </u>	<u> </u>	<u> </u>	
<u>Total</u>	1	5	6	1	2	
Bellevue				1		
Millard						
Papillion		2				
Ralston						
School for the Deaf						
Westside	<u>1</u>	<u>2</u>	<u>1</u>	<u> </u>		
<u>Total</u>	1	4	1	1		
Ashland						
Bennington						
Blair		1		1		
Elkhorn						
Fort Calhoun						
Fremont	1	2				
Gretna						
Mead						
Nebraska City						
Plattsmouth		1				
Springfield						
Valley						
Wahoo						
Waterloo						
Yutan	<u> </u>	<u> </u>		<u> </u>		
<u>Total</u>	1	4		1		
<u>Grand Total</u>	18	27	9	3	5	

THE 1964 HIGH SCHOOL SENIOR OCCUPATIONAL INTEREST INVENTORY

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SPECIFIC OCCUPATIONAL INTERESTS

<u>SCHOOL</u>	<u>HOME DECORATING</u>	<u>HOME MANAGEMENT</u>	<u>CHILD CARE</u>	<u>TAILORING</u>	<u>ART</u>	<u>COMMUNICATIONS</u>
Benson	2	1	2		4	3
Beveridge		1				
Central	2	2	1	1	3	2
North	3		1		3	6
South	1	1	4		5	3
Technical	<u>1</u>	<u> </u>	<u>2</u>	<u> </u>	<u>6</u>	<u>4</u>
<u>Total</u>	9	5	10	1	21	18
Archbishop Ryan			2			1
Cathedral	2		1			1
Creighton Prep						
Holy Name					4	
Marian			1			
Mercy		1	2		2	
Notre Dame	1		1			
Sacred Heart			1			
St. Joseph	<u> </u>	<u> </u>	<u>1</u>		<u> </u>	<u> </u>
<u>Total</u>	3	1	9		6	2
Bellevue	2					3
Millard			1			
Papillion	2				1	
Ralston			1		1	1
School for the Deaf						
Westside	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>4</u>
<u>Total</u>	7	2	4	1	4	8
Ashland						1
Bennington						
Blair	2		1		1	
Elkhorn			1			
Fort Calhoun						
Fremont	1				1	2
Gretna						
Mead						
Nebraska City	2				1	2
Plattsmouth	1				2	1
Springfield						2
Valley	2				1	
Wahoo						
Waterloo						
Yutan	<u>1</u>	<u>1</u>	<u>1</u>		<u> </u>	<u> </u>
<u>Total</u>	9	1	3		6	8
<u>Grand Total</u>	28	9	26	2	37	36

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SPECIFIC OCCUPATIONAL INTERESTS

<u>SCHOOL</u>	<u>THE DANCE</u>	<u>DRAMA</u>	<u>INSTRUMENTAL MUSIC</u>	<u>VOCAL MUSIC</u>	<u>BARBERING</u>	<u>COSMETOLOGY</u>
Benson			1	2		5
Beveridge		2		1		1
Central	1	1		1		6
North	2			3	2	11
South	3	4	1	3	3	18
Technical		1	3	2	6	13
<u>Total</u>	6	8	5	12	11	54
Archbishop Ryan	1			1		6
Cathedral						2
Creighton Prep						
Holy Name						
Marian						1
Mercy						4
Notre Dame		1				1
Sacred Heart		1				1
St. Joseph						2
<u>Total</u>	1	2		1		17
Bellevue	1	1				3
Millard				2		
Papillion				1		2
Ralston		1				2
School for the Deaf					1	
Westside	1	1	2	1	1	3
<u>Total</u>	2	3	2	4	2	10
Ashland					1	
Bennington						
Blair						4
Elkhorn						2
Fort Calhoun						2
Fremont		1	1	2	1	4
Gretna						
Mead						
Nebraska City					1	
Plattsmouth			1		1	7
Springfield		1				1
Valley		1	1			
Wahoo						1
Waterloo						2
Yutan						1
<u>Total</u>		3	3	2	4	24
<u>Grand Total</u>	9	16	10	19	17	105

THE 1964 HIGH SCHOOL SENIOR OCCUPATIONAL INTEREST INVENTORY

For

An Omaha School of Continuing Education

Occupational Courses

13th and 14th School Years

SPECIFIC OCCUPATIONAL INTERESTS

<u>SCHOOL</u>	<u>CULINARY ARTS</u>	<u>JEWELRY REPAIR</u>	<u>RADIO TELEVISION SERVICE</u>	<u>SERVICE STATION OPERATOR</u>	<u>SHOE REPAIR</u>	<u>APPLIANCE REPAIR</u>
Benson						
Beveridge						
Central			3			
North			4			1
South	2	1	6			1
Technical	<u>4</u>	<u> </u>	<u>4</u>	<u>1</u>		<u>2</u>
<u>Total</u>	6	1	17	1		4
Archbishop Ryan	2		1			1
Cathedral		1	1			
Creighton Prep						
Holy Name						
Marian						
Mercy						
Notre Dame						
Sacred Heart						
St. Joseph	<u> </u>	<u> </u>	<u> </u>			<u> </u>
<u>Total</u>	2	1	2			1
Bellevue		1	2			
Millard						
Papillion						
Ralston						
School for the Deaf						
Westside	<u>1</u>	<u> </u>	<u> </u>			
<u>Total</u>	1	1	2			
Ashland			1			
Bennington						
Blair	1		1			
Elkhorn						
Fort Calhoun						
Fremont			2	1		1
Gretna						
Mead						
Nebraska City						
Plattsmouth	1					
Springfield						
Valley						1
Wahoo						1
Waterloo						
Yutan	<u> </u>	<u> </u>	<u> </u>	<u> </u>		<u> </u>
<u>Total</u>	2		4	1		3
<u>Grand Total</u>	11	3	25	2		8

THE 1964 HIGH SCHOOL SENIOR OCCUPATIONAL INTEREST INVENTORY

For

An Omaha School of Continuing Education

Occupational Courses

13th and 14th School Years

SPECIFIC OCCUPATIONAL INTERESTS

<u>SCHOOL</u>	<u>BODY AUTOMOTIVE REPAIR</u>	<u>BUILDING OPERATOR</u>	<u>BUSINESS MACHINE REPAIR</u>	<u>DIESEL REPAIR</u>	<u>ELECTRONICS</u>	<u>FURNITURE REPAIR</u>
Benson	8		2	1	3	
Beveridge						
Central	3		2	1	2	
North	6			3	8	
South	28			1	16	
Technical	<u>12</u>	<u>1</u>	<u>—</u>	<u>2</u>	<u>5</u>	
<u>Total</u>	57	1	4	8	34	
Archbishop Ryan	2		1			
Cathedral	3				1	
Creighton Prep						
Holy Name	1					
Marian						
Mercy						
Notre Dame						
Sacred Heart	1					
St. Joseph	<u>—</u>		<u>—</u>		<u>1</u>	
<u>Total</u>	7		1		2	
Bellevue	5				2	
Millard	1			1		
Papillion						
Ralston	1			1		
School for the Deaf						
Westside	<u>2</u>			<u>—</u>	<u>—</u>	
<u>Total</u>	9			2	2	
Ashland	5					
Bennington					1	
Blair	5				3	
Elkhorn				1		
Fort Calhoun						
Fremont	8	3			3	
Gretna				1	1	
Mead	1					
Nebraska City	1				1	
Plattsmouth	3			1	2	
Springfield	2			1		
Valley	1			2		
Wahoo	5				1	
Waterloo						
Yutan	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	
<u>Total</u>	31	3		6	12	
<u>Grand Total</u>	104	4	5	16	50	

THE 1964 HIGH SCHOOL SENIOR OCCUPATIONAL INTEREST INVENTORY

For

An Omaha School of Continuing Education

Occupational Courses

13th and 14th School Years

SPECIFIC OCCUPATIONAL INTERESTS

<u>SCHOOL</u>	<u>CONTROLS INSTRUMENTATION</u>	<u>MACHINERY REPAIR</u>	<u>ART COMMERCIAL</u>	<u>LITHOGRAPHY</u>	<u>PHOTOGRAPHY</u>
Benson	1		5		2
Beveridge			1		
Central			4		
North		2	6		1
South		4	5		
Technical		6	11		3
<u>Total</u>	1	12	32		6
Archbishop Ryan			2	1	
Cathedral			3		1
Creighton Prep					
Holy Name			1		
Marian			2		
Mercy					
Notre Dame					
Sacred Heart		1	1		
St. Joseph			1		
<u>Total</u>		1	10	1	1
Bellevue		1			3
Millard					
Papillion					
Ralston					
School for the Deaf					
Westside		1	4	1	1
<u>Total</u>		2	4	1	4
Ashland					
Bennington		1			
Blair			2		1
Elkhorn			1		
Fort Calhoun					
Fremont		1	2		2
Gretna					
Mead					
Nebraska City					1
Plattsmouth					
Springfield					
Valley			2		
Wahoo					
Waterloo					
Yutan					
<u>Total</u>		2	7		4
<u>Grand Total</u>	1	17	53	2	15

THE 1964 HIGH SCHOOL SENIOR OCCUPATIONAL INTEREST INVENTORY

For

An Omaha School of Continuing Education

Occupational Courses

13th and 14th School Years

SPECIFIC OCCUPATIONAL INTERESTS

<u>SCHOOL</u>	<u>PRINTING</u>	<u>CONSTRUCTION</u>	<u>ARCHITECTURAL DRAFTING</u>	<u>MECHANICAL DRAFTING</u>
Benson	2	4	7	3
Beveridge	1		2	
Central	1		2	3
North	2	3	6	3
South	4	13	21	4
Technical	<u>2</u>	<u>11</u>	<u>4</u>	<u>2</u>
<u>Total</u>	12	36	42	15
Archbishop Ryan	1			1
Cathedral		3	2	1
Creighton Prep				
Holy Name				
Marian				
Mercy				
Notre Dame				2
Sacred Heart				
St. Joseph	<u> </u>	<u> </u>	<u>1</u>	<u> </u>
<u>Total</u>	1	3	3	4
Bellevue			2	
Millard				
Papillion			1	
Ralston			2	1
School for the Deaf				
Westside	<u>1</u>	<u>1</u>	<u>6</u>	<u>1</u>
<u>Total</u>	1	1	11	2
Ashland				
Bennington	1			
Blair		1	1	
Elkhorn				
Fort Calhoun				
Fremont		2	4	3
Gretna				
Mead				
Nebraska City				
Plattsmouth		1	1	2
Springfield				1
Valley		1		
Wahoo				
Waterloo				
Yutan	<u> </u>	<u> </u>	<u>1</u>	<u> </u>
<u>Total</u>	1	5	7	6
<u>Grand Total</u>	15	45	63	27

THE 1964 HIGH SCHOOL SENIOR OCCUPATIONAL INTEREST INVENTORY

For

An Omaha School of Continuing Education

Occupational Courses

13th and 14th School Years

SPECIFIC OCCUPATIONAL INTERESTS

<u>SCHOOL</u>	<u>HEATING And AIR CONDITIONING</u>	<u>HEAVY EQUIPMENT OPERATION</u>	<u>MANUFACTURING</u>	<u>WELDING</u>
Benson	1	7	1	
Beveridge		1		
Central		1		
North	1	3	1	5
South	5	7	1	1
Technical	<u>2</u>	<u>2</u>	<u>10</u>	<u>3</u>
<u>Total</u>	9	21	13	9
Archbishop Ryan	1	3	2	
Cathedral				
Creighton Prep				
Holy Name				
Marian				
Mercy				
Notre Dame		1		
Sacred Heart		1		
St. Joseph				
<u>Total</u>	1	5	2	
Bellevue			1	
Millard				
Papillion				1
Ralston			1	
School for the Deaf				
Westside	<u>1</u>	<u>2</u>	<u>3</u>	
<u>Total</u>	1	2	5	1
Ashland			1	
Bennington				
Blair		2		1
Elkhorn				
Fort Calhoun				
Fremont		3		
Gretna				
Mead				
Nebraska City				
Plattsmouth			1	
Springfield				
Valley	1			
Wahoo	1			
Waterloo				
Yutan				<u>1</u>
<u>Total</u>	2	5	2	2
<u>Grand Total</u>	13	33	22	12

THE 1964 HIGH SCHOOL SENIOR OCCUPATIONAL INTEREST INVENTORY

For

An Omaha School of Continuing Education

Occupational Courses

13th and 14th School Years

SPECIFIC OCCUPATIONAL INTERESTS

<u>SCHOOL</u>	<u>DENTAL ASSISTING</u>	<u>DENTAL TECHNICIAN</u>	<u>MEDICAL SECRETARY</u>	<u>PRACTICAL NURSING</u>	<u>TOTAL OCCUPATIONAL INTERESTS</u>
Benson	3	2	8	10	165
Beveridge			1		24
Central	1		3	14	114
North	3	2	4	3	187
South	7	2	3	14	310
Technical	<u>2</u>	<u>2</u>		<u>10</u>	<u>212</u>
<u>Total</u>	16	8	19	51	1,012
Archbishop Ryan		1	1	1	61
Cathedral	3	6	1	9	65
Creighton Prep					17
Holy Name				1	16
Marian			1	2	15
Mercy	2	1		2	31
Notre Dame	1	1	1	1	19
Sacred Heart				1	17
St. Joseph				<u>3</u>	<u>21</u>
<u>Total</u>	6	9	4	20	262
Bellevue				1	46
Millard			1		12
Papillion					25
Ralston					13
School for the Deaf					3
Westside	<u>4</u>		<u>2</u>	<u>5</u>	<u>87</u>
<u>Total</u>	4		3	6	186
Ashland					18
Bennington					5
Blair				1	34
Elkhorn		2			13
Fort Calhoun					2
Fremont		2	1	3	86
Gretna					9
Mead				1	2
Nebraska City			1		11
Plattsmouth			1	2	47
Springfield					17
Valley			1		17
Wahoo	2			1	21
Waterloo					3
Yutan			<u>1</u>		<u>9</u>
<u>Total</u>	2	4	5	8	294
<u>Grand Total</u>	28	21	31	85	1,754

DATA
FOR
SURVEY AND STUDY
THE 1964 HIGH SCHOOL SENIORS

THE 1964 HIGH SCHOOL SENIORS
EDUCATION FOR THE OMAHA WORLD OF WORK

OMAHA PUBLIC SCHOOLS

The Omaha Public Schools conducted a survey related to the Omaha World of Work. The major objective of the survey was to obtain educational and occupational facts concerning the Omaha Public School seniors of the 1963-64 school year. There were 2,499 direct responses or a 95.5% return.

1. The September 1964 Plans

2.5% <u>None</u>	48.3% <u>College-university</u>	5.3% <u>Armed Forces</u>
8.4 <u>Business-trade school</u>	33.3 <u>Work</u>	2.2 <u>Housewife</u>
2. Years of schooling in the Omaha Public Schools

58.3% <u>13</u>	7.1% <u>12</u>	3.5% <u>11</u>	3.0% <u>10</u>	2.5% <u>9</u>
2.5 <u>8</u>	2.9 <u>7</u>	2.5 <u>6</u>	10.2 <u>4-5</u>	7.5 <u>1-3</u>
3. Years of foreign language instruction -- grades 7-12 Omaha Public Schools

34.9% <u>0</u>	16.3% <u>1</u>	24.6% <u>2</u>	11.8% <u>3</u>	7.3% <u>4</u>
3.8 <u>5</u>	.9 <u>6</u>	.2 <u>7</u>	.1 <u>8</u>	.1 <u>9</u>
- 4-5. Student attitude toward high school subjects:

	<u>Least Like</u>	<u>Most Like</u>		<u>Least Like</u>	<u>Most Like</u>
Social Studies	19.3%	15.8%	Business	3.7%	11.9%
Mathematics	22.6	15.6	Music	2.8	5.9
English	16.7	14.3	Art	1.8	5.7
Foreign Language	14.8	5.2	Home Economics	1.5	5.9
Science	15.9	10.2	Shop	.9	9.5
6. Student Enrollment in courses at time of graduation

20.3% General	.7% Electronics	.4% Electrical
54.9 College Preparatory	.1 Instrumentation	.5 Food Service
4.6 General Clerical	.4 Agricultural	.8 Machine Shop
8.2 Stenographic	.6 Auto Body Repair	.7 Printing
1.5 Distributive-Sales	1.7 Auto Mechanics	.6 Sheet Metal
.9 Technical Drafting	.6 Drafting	1.7 Woodworking
		.8 Home Economics
7. Student Enrollment planned in school or college courses after graduation

18.7% Liberal Arts	11.9% Education	7.9% Nursing and Medicine
3.9 Fine Arts	10.5 Engineering	2.2 Home Economics
20.7 Business	7.9 Trade	2.8 Law
		13.5% Other
8. The dropout situation with students and period of return for dropout

94.8% No Dropout	.6% <u>After 1 Quarter</u>	.8% <u>After 1 Year</u>
2.1 <u>After 1 week</u>	1.7 <u>After 1 Semester</u>	
9. Plans for employment upon high school or college graduation

69.7% <u>Omaha</u>	7.9% <u>Nebraska</u>	22.4% <u>Another State</u>
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GENERAL INFORMATION

	Percent	
	<u>Yes</u>	<u>No</u>
10. Job waiting upon graduation	38.3%	61.7%
11. Definite acceptance by college or school	33.1	66.9%
12. Financial or scholarship grant by college to attend	7.7	92.3
13. Satisfaction with Omaha Public School education	84.8	15.2
14. ~~Satisfaction~~ Satisfaction with education in 3 R's	85.5	14.5
15. School help in judging right and wrong	84.2	15.8
16. School help in understanding community for citizenship	78.3	21.7
17. School learning in hobby activities for adult living	53.8	46.2
18. Education in wise buying and selling as a consumer	69.6	30.4
19. Development of job skills in school for earning a living	59.0	41.0
20. Satisfaction with education for family living	50.1	49.9
21. Satisfaction with education for appreciation of fine arts	74.5	25.5
22. Earnings of \$600 or more at a regular job this year	35.5	64.5
23. Ownership of a car	25.1	74.9
24. Regular attendance at weekly religious services	70.2	29.8
25. Satisfaction with counseling services of school	66.2	33.8
26. Attendance planned for college or university		
33.5% <u>None</u>	38.6% <u>Omaha</u>	15.5% <u>Nebraska</u>
		12.4% <u>Another State</u>

HELP GIVEN IN RELATION TO
AMOUNT OF HELP NEEDED

		Percent								
		Great			Some			Little		
		All	Needed	Some	All	Needed	Some	All	Needed	Little
		Little	Some	Little	Little	Some	Little	Little	Some	Little
1.	Planning my high school program									
	Benson	36.0	49.3	14.7	47.2	44.1	8.7	33.3	27.8	38.9
	Beveridge	54.5	35.4	9.1	49.1	35.2	12.7	20.0	20.0	60.0
	Central	35.7	37.6	25.7	45.2	42.5	12.3	50.0	30.0	20.0
	North	30.0	33.0	32.0	31.9	45.1	23.0	35.7	30.6	32.7
	South	50.0	29.2	10.8	51.4	39.0	9.6	49.2	25.2	24.6
	Technical	45.6	26.7	25.7	29.2	47.2	23.6	39.5	31.6	28.9
2.	Getting help with personal problems									
	Benson	20.0	33.3	45.7	23.0	25.5	50.4	14.7	4.4	10.9
	Beveridge	33.3	33.3	33.4	33.3	22.3	44.4	5.1	5.1	89.8
	Central	29.4	20.6	50.0	18.5	34.8	46.7	18.6	5.1	76.3
	North	27.8	22.2	50.0	47.3	13.5	34.2	14.0	5.6	80.4
	South	39.5	13.4	42.1	23.3	42.5	34.2	14.6	10.2	75.2
	Technical	30.0	23.3	45.7	23.9	35.2	34.9	17.3	13.9	58.8
3.	Understanding my capabilities									
	Benson	12.0	44.0	44.0	21.0	40.5	38.5	20.8	10.0	69.2
	Beveridge	33.3	55.6	11.1	20.8	45.8	33.4		16.7	83.3
	Central	15.9	42.9	41.2	26.3	43.6	25.1	35.0	13.2	50.8
	North	11.9	33.3	54.8	15.4	44.8	38.8	13.7	23.1	63.2
	South	38.5	28.2	33.3	24.4	56.9	18.6	23.4	17.4	59.2
	Technical	20.4	30.6	49.0	19.6	57.5	22.9	32.7	23.1	44.2
4.	Understanding test results									
	Benson	19.1	35.7	45.2	29.0	33.2	32.8	28.5	15.5	55.0
	Beveridge	65.6	16.7	16.7	23.7	47.3	29.0	11.1	14.8	74.1
	Central	46.0	30.2	23.8	43.0	44.0	13.0	40.3	15.7	44.0
	North	19.4	29.0	51.6	26.7	44.6	28.7	19.5	18.9	61.6
	South	41.6	29.2	29.2	34.0	45.7	20.3	27.5	14.6	57.9
	Technical	32.3	35.4	32.3	26.0	53.7	20.3	28.0	21.3	50.7
5.	Getting acquainted with the school									
	Benson	49.1	24.6	26.3	24.8	36.0	39.2	29.1	15.0	55.9
	Beveridge	53.3	25.0	16.7	35.5	33.7	25.8	7.1	17.9	75.0
	Central	35.9	32.3	30.8	34.9	43.6	21.5	27.5	16.0	56.5
	North	32.5	22.5	45.0	18.7	35.8	45.5	17.3	13.5	59.2
	South	58.5	13.3	23.2	45.2	35.1	18.7	29.3	18.8	51.9
	Technical	51.0	27.7	21.3	22.8	51.5	25.7	30.9	14.5	54.6
6.	Getting information about colleges									
	Benson	35.3	30.7	33.0	32.2	44.3	23.5	24.4	12.8	52.8
	Beveridge	57.1	23.8	19.1	37.5	50.0	12.5	22.2	27.8	50.0
	Central	34.4	27.9	37.7	35.8	36.8	27.4	25.7	10.8	50.5
	North	21.7	19.6	58.7	20.0	35.7	43.3	15.6	9.8	74.6
	South	40.0	30.4	29.6	35.3	39.2	25.5	15.8	12.5	70.3
	Technical	23.8	33.9	37.3	27.0	51.4	21.6	16.3	21.1	52.6
7.	Getting information about vocations									
	Benson	29.1	27.3	43.6	25.4	45.4	28.2	16.1	16.1	67.8
	Beveridge	50.0	25.0	25.0	20.7	44.6	34.5		10.0	90.0
	Central	29.0	29.0	42.0	31.1	43.5	25.5	21.1	8.0	70.9
	North	15.3	30.6	54.1	19.0	46.5	34.5	19.3	5.9	74.8
	South	41.7	27.8	30.5	33.0	47.0	20.0	24.3	16.4	59.3
	Technical	37.7	30.4	31.9	26.2	51.5	22.3	22.0	27.5	50.0

HELP GIVEN IN RELATION TO
AMOUNT OF HELP NEEDED

		Percent											
		All Needed	Great		All Needed	Some		All Needed	Little		All Needed	Little	
			Some	Little		Some	Little		Some	Little		Some	Little
8.	Finding school activities that I enjoy												
	Benson	42.9	3.6	53.5	12.5	33.3	54.2	22.0	12.0	66.0			
	Beveridge	66.7	33.3		20.0	50.0	30.0	4.4	8.9	86.7			
	Central	26.3	15.8	57.9	16.3	49.0	34.7	23.0	8.9	68.1			
	North	26.5	14.7	58.8	13.9	31.6	54.5	18.7	10.2	71.1			
	South	43.8	14.6	36.6	24.8	39.9	35.3	23.0	13.2	50.8			
	Technical	42.1	21.1	36.8	18.3	43.0	38.7	20.2	13.7	66.1			
9.	Deciding which subjects to take												
	Benson	47.8	32.0	20.2	41.1	44.4	14.5	34.9	24.4	40.7			
	Beveridge	62.6	18.7	18.7	44.2	48.8	7.0	25.0	8.3	66.7			
	Central	35.0	32.0	33.0	48.5	37.0	14.5	34.7	18.7	46.7			
	North	34.4	28.1	37.5	34.4	37.1	28.5	31.6	25.6	41.8			
	South	64.6	20.7	14.7	43.9	43.4	7.7	43.2	17.9	38.9			
	Technical	45.4	33.3	20.3	33.0	47.0	15.0	36.5	30.5	33.0			
10.	Developing an interest in school												
	Benson	6.4	44.9	48.7	15.6	44.8	39.6	17.3	14.6	68.1			
	Beveridge	10.0	40.0	50.0	13.0	45.0	42.0	6.7	16.6	76.7			
	Central	14.4	39.2	46.4	21.4	49.2	29.4	22.7	11.6	65.7			
	North	7.8	28.2	64.0	7.7	39.9	52.4	18.4	11.8	69.8			
	South	26.7	34.7	38.6	27.6	48.3	24.1	20.3	18.4	61.3			
	Technical	8.1	21.2	70.7	21.2	55.3	23.5	27.2	13.2	59.6			
11.	Getting information about job												
	Benson	18.0	16.4	65.6	14.2	31.0	54.8	6.9	9.0	84.1			
	Beveridge		1.0	99.0	15.8	26.3	57.9	4.9	9.7	85.4			
	Central	10.5	13.2	76.3	16.5	30.1	53.4	15.3	5.1	78.6			
	North	12.0	20.0	68.0	11.7	39.8	48.5	11.8	13.2	75.0			
	South	26.7	25.8	47.5	21.5	47.0	31.5	14.8	10.8	74.4			
	Technical	31.5	30.5	33.0	18.7	48.0	33.3	23.1	19.8	57.1			
12.	Finding a job												
	Benson	13.8	13.8	72.4	7.5	18.3	74.2	5.8	5.8	88.4			
	Beveridge		9.0	91.0	12.5	12.5	75.0	2.0	2.0	96.0			
	Central	4.0	9.2	86.8	5.8	21.2	73.0	13.4	2.2	84.4			
	North	5.3	13.5	80.2	12.0	19.3	68.7	9.6	7.3	83.1			
	South	12.0	18.8	69.2	15.0	31.4	53.6	10.1	4.5	85.4			
	Technical	24.7	19.8	55.5	16.5	40.0	43.5	14.0	12.4	73.6			

COUNSELOR ACTIVITIES

	Percent	
	Yes	No
Keep track of your progress through school	89.5%	10.5%
Get to know you as a person	57.9	42.1
Give you the time you needed for talks, interviews, etc.	68.4	31.6
Was usually able to give information needed	82.4	17.6

DATA
FOR
SURVEY AND STUDY

THE 1963 HIGH SCHOOL GRADUATES

THE 1963 HIGH SCHOOL GRADUATES
EDUCATION FOR THE OMAHA WORLD OF WORK

OMAHA PUBLIC SCHOOLS

The Omaha Public Schools conducted a survey related to education for the Omaha World of Work. One of the major objectives of the survey and study was to obtain current educational and occupational facts concerning the Omaha Public School high school graduates of the 1962-63 school year. There were 669 direct responses with an additional 60 with no forwarding address.

	Number	Percent
1. The survey number of 1962-63 graduates	1,984	
2. The total graduate returns	729	36.8%
44.1% <u>Male</u> 55.9% <u>Female</u> 94.9% <u>White</u> 5.1% <u>Non-White</u>		
3. Course enrollment for attendance in higher education		
Liberal Arts 31.2% Education 22.2% Health Programs 14.6%		
Fine Arts 2.8 Engineering 8.6 Home Economics 1.3		
Business 14.5 Trades 1.9 Law 2.9		
4. Job title in employment		
Professional 1.1% Sales 12.4% Service 16.7%		
Managerial .3 Skilled 9.5 Unskilled 6.2		
Clerical 43.6 Semi-skilled 7.3 Other 2.9		
	Least Valuable	Most Valuable
5. Student attitude toward high school courses		Wish Taken
Art, Physical Education and Music	10.5%	2.1%
Business and Clerical	4.3	17.2
English	8.1	40.2
Foreign Language	16.1	2.5
Homemaking	2.3	2.3
Industrial	2.7	3.9
Mathematics	16.5	13.4
Science	14.3	7.1
Social Studies	25.2	11.3
6. College or university attendance		
41.1% <u>No</u> 1.9% <u>Part-Time</u> 57.0% <u>Full-Time</u>		
7. Location of college or university attendance		
51.0% <u>Omaha</u> 22.5% <u>Nebraska</u> 26.5% <u>Another State</u>		
8. College or university grade point average		
6.3% <u>A</u> 38.3% <u>B</u> 51.1% <u>C</u> 4.3% <u>D</u>		
9. Begin College or university then drop out		
91.1% <u>No</u> 8.9% <u>Yes</u>		
10. Completion or attendance at trade or business school		
92.8% <u>No</u> 7.2% <u>Yes</u>		
11. Location of trade or business school attendance		
70.8% <u>Omaha</u> 8.3% <u>Nebraska</u> 20.9% <u>Another State</u>		
12. Status of year's employment		
34.4% <u>None</u> 32.7% <u>Part-Time</u> 32.9% <u>Full-Time</u>		
13. Location of status of employment		
83.9% <u>Omaha</u> 3.9% <u>Nebraska</u> 12.2% <u>Another State</u>		
14. Number of jobs since graduation		
18.8% <u>None</u> 54.6% <u>1</u> 20.8% <u>2</u> 5.8% <u>3</u>		
15. Personal factors		
Married 13.4% The 17.1% of married have 1 child Single 86.6%		

HELP GIVEN IN RELATION TO
AMOUNT OF HELP NEEDED

		Percent								
		Great			Some			Little		
		All Needed	Some	Little	All Needed	Some	Little	All Needed	Some	Little
1.	Planning my high school program									
	Benson	37.5	54.2	8.3	43.5	47.2	9.3	46.9	28.1	25.0
	Central	40.9	31.8	27.3	59.2	29.6	11.2	43.8	18.8	37.4
	North	29.4	41.2	29.4	31.6	54.4	14.0	47.1	23.5	29.4
	South	50.0	36.7	13.3	58.9	32.1	9.0	36.8	31.6	31.6
	Technical	34.3	57.1	8.6	75.0		25.0	50.0		50.0
	Other	25.0	50.0	25.0	37.0	51.9	11.1	42.9	42.9	14.2
2.	Getting help with personal problems									
	Benson	28.6	28.6	42.8	19.2	15.4	65.4	14.7	10.3	75.0
	Central	9.1	18.2	72.7	27.8	30.6	41.6	23.0	14.8	62.2
	North	16.7	16.7	66.6	20.0	28.0	52.0	11.9	1.7	86.4
	South	42.9	42.9	14.2	24.1	34.5	41.4	19.0	7.9	73.1
	Technical	11.8	41.1	47.1	62.5	37.5		63.7		33.3
	Other		66.7	33.3	36.4	36.4	27.2	21.7	4.4	73.9
3.	Understanding my capabilities									
	Benson	20.0	45.0	35.0	25.8	52.6	21.6	45.1	21.1	32.8
	Central	29.2	37.5	33.3	31.4	43.1	25.5	52.0	28.1	19.9
	North	13.3	46.7	40.0	22.9	50.0	27.1	29.0	29.0	42.0
	South	38.9	33.3	27.8	27.0	52.4	20.6	42.1	21.1	36.8
	Technical	21.2	48.5	30.3	13.0	50.0	37.0	40.0	40.0	20.0
	Other	20.0	20.0	60.0	29.0	42.9	28.1	55.6	11.1	33.3
4.	Understanding test results									
	Benson	31.6	36.8	31.6	28.4	47.8	23.8	35.2	33.8	31.0
	Central	33.3	23.8	42.9	35.4	43.8	20.8	38.2	26.5	35.3
	North	66.7	11.1	22.2	37.8	40.0	22.2	37.5	25.0	37.5
	South	37.5	41.7	20.8	47.6	38.1	14.3	44.1	20.6	35.3
	Technical	25.8	32.2	42.0	50.0	33.3	16.7	55.6	11.1	33.3
	Other	50.0	50.0		38.5	38.5	23.0	55.2	25.0	18.8
5.	Getting acquainted with the school									
	Benson	35.8	47.4	15.8	47.1	34.7	18.2	34.7	19.4	45.9
	Central	46.2	30.8	23.0	34.0	41.0	25.0	32.7	20.3	47.0
	North	30.8	38.5	30.7	20.0	53.3	26.7	29.8	23.4	46.8
	South	14.0	43.0	43.0	38.3	36.2	25.5	31.6	34.2	34.2
	Technical	20.0	16.7	63.3	50.0	50.0		70.0	10.0	20.0
	Other		99.0	1.0	30.8	61.5	7.7	41.0	32.0	27.0
6.	Getting information about colleges									
	Benson	22.5	42.5	35.0	51.6	22.6	25.8	28.9	15.6	55.5
	Central	31.1	41.4	27.5	45.8	41.7	12.5	33.3	13.3	53.4
	North	16.7	38.9	44.4	31.8	45.5	22.7	35.5	29.0	35.5
	South	51.7	13.8	34.5	35.0	47.5	17.5	30.3	21.2	48.5
	Technical	16.7	16.7	66.6	16.7	44.4	38.9	33.3	25.0	41.7
	Other	12.5	50.0	37.5	33.3	60.0	6.7	28.6	35.7	35.7
7.	Getting information about vocations									
	Benson	14.6	48.8	36.6	26.3	50.0	23.7	22.4	22.4	55.2
	Central	23.8	33.3	42.9	33.3	42.2	24.5	13.9	18.6	67.5
	North	14.1	38.1	47.8	42.9	35.7	21.4	20.6	23.5	55.9
	South	53.1	25.0	21.9	36.4	47.7	15.9	36.0	20.0	44.0
	Technical	53.8	30.8	15.4	35.3	41.2	23.5	53.8	30.8	15.4
	Other	20.0	60.0	20.0	22.2	50.0	27.8	38.5	30.8	30.7

OTHER - No school noted in responses

HELP GIVEN IN RELATION TO
AMOUNT OF HELP NEEDED

		Percent								
		Great			Some			Little		
		All Needed	Some	Little	All Needed	Some	Little	All Needed	Some	Little
8.	Finding school activities that I enjoy									
	Benson	11.1	22.2	66.7	17.6	39.2	43.2	23.2	17.9	58.9
	Central	44.4	33.3	22.3	33.3	38.9	27.8	18.8	20.3	60.9
	North	22.2	33.3	44.5	31.0	31.0	38.0	37.5	18.8	43.7
	South	40.0	20.0	40.0	45.2	28.6	26.2	32.1	16.1	51.8
	Technical	22.6	19.4	58.0	50.0	50.0		30.8	23.1	46.1
	Other	50.0		50.0	16.7	16.7	66.6	40.0	20.0	40.0
9.	Deciding which subjects to take									
	Benson	29.2	37.5	33.3	33.0	52.3	14.7	36.6	31.7	31.7
	Central	54.2	25.0	20.8	41.0	32.8	26.2	34.6	27.2	38.2
	North	37.5	31.3	31.2	44.4	38.9	16.7	46.7	30.0	23.3
	South	60.7	25.0	14.3	48.3	39.7	12.0	47.6	23.8	28.6
	Technical	37.8	43.3	18.9	66.7	16.7	16.6	99.0	1.0	
	Other	28.6	42.8	28.6	38.9	38.9	22.2	33.3	41.7	25.0
10.	Developing an interest in school									
	Benson	17.7	28.6	53.7	22.2	29.6	48.2	26.8	24.4	48.8
	Central	23.0	27.0	50.0	31.3	37.4	31.3	26.5	14.3	59.2
	North	28.5	28.5	43.0	20.1	45.8	34.1	21.1	17.5	61.4
	South	15.0	45.0	40.0	19.5	49.0	31.5	28.0	18.6	53.4
	Technical	48.5	15.2	36.3	50.0	25.0	25.0	20.0	30.0	50.0
	Other	20.0	40.0	40.0	17.6	47.1	35.3	37.5	25.0	37.5
11.	Getting information about job									
	Benson	11.1	38.9	50.0	16.9	25.4	57.7	18.6	5.8	75.6
	Central	14.1	38.1	47.8	11.4	42.9	45.7	16.3	10.2	73.5
	North	11.1	22.2	66.7	26.5	35.3	38.2	12.8	12.8	74.4
	South	33.3	27.3	39.4	38.5	35.9	25.7	23.3	10.0	66.7
	Technical	28.6	42.7	28.5	44.4	38.9	16.7	14.3	21.4	64.3
	Other	16.7	16.7	66.6	6.7	40.0	53.3	15.4	23.1	61.5
12.	Finding a job									
	Benson		20.0	80.0	13.8	3.4	82.8	6.2	3.5	90.3
	Central	12.5	12.5	75.0	20.8	20.8	58.4	13.8	12.1	74.1
	North	11.8	5.9	82.3	21.1	36.8	42.1	5.3	12.3	82.4
	South	31.8	13.6	54.6	40.0	20.0	40.0	12.2	12.2	75.6
	Technical	26.7	26.7	46.6	36.4	36.4	27.2	23.8	14.1	62.1
	Other	40.0		60.0	61.5	23.1	15.4	5.9		94.1

		Percent	
COUNSELOR ACTIVITIES		Yes	No
Keeping track of your progress through school		90.1%	9.9%
Get to know you as a person		57.2	42.8
Give you the time you needed for talks, interviews, etc.		67.6	32.4
Was usually able to give information needed		79.7	20.3

STATUS AT TIME OF SURVEY

2 Year College	14.1%	Part-time employed	9.2%
4 Year College	36.6	Full-time employed	26.6
Trade or business school	2.7	Unemployed	1.8
Armed forces	4.2	Housewife	4.8

DATA
FOR
SURVEY AND STUDY

THE 1964 EDUCATION AND EMPLOYMENT SURVEY OF THE DROPOUT

THE 1964 DROPOUT SURVEY

EDUCATION FOR THE OMAHA WORLD OF WORK

OMAHA PUBLIC SCHOOLS

The Omaha Public Schools conducted a survey related to education for the Omaha World of Work. One of the major objectives of the survey and study was to obtain current educational and occupational facts concerning the Omaha Public School dropouts of the 1962-1963 school year.

	<u>Number</u>	<u>Percent</u>
1. The survey number of 1962-63 dropouts	960	
2. Number of dropouts with no forwarding address	125	
3. Direct responses by dropouts	258	
4. The total dropout returns	383	39.6

		<u>Percent</u>		
		<u>Boys</u>	<u>Girls</u>	<u>Total</u>
5. The reasons for leaving school				
	Employment	40.9	23.9	33.0
	Armed Forces	24.8		13.2
	Health	6.7	17.4	11.7
	Marriage	3.8	55.4	27.9
	Expelled	23.8	3.3	14.2
6. The reasons expressed for leaving school				
	None	47.6	45.7	46.7
	No interest	25.7	16.3	21.0
	Pregnancy		16.3	8.1
	Work too difficult	10.5	14.1	12.4
	Part-time work	3.8	1.1	2.4
	Lack of school credits	2.9		1.4
	Parental trouble	5.7	1.1	3.4
	Family aid	3.8	5.4	4.6
7. The interest in attendance at a school in Omaha for preparation to learn an occupation.				
	Student interest	75.2	80.4	77.6
	No interest	24.8	19.6	22.4

		<u>Percent</u>		
		<u>Boys</u>	<u>Girls</u>	<u>Total</u>
8. The occupational interests				
	None	24.6	19.6	22.0
	Professional	1.0	4.4	2.6
	Managerial	1.7		1.0
	Clerical	4.6	29.3	16.8
	Sales	1.8	7.6	4.6
	Skilled	23.5	2.2	13.0
	Machine Operator			
	Household			
	Service	40.0	35.9	38.0
	Laborer	1.8		1.0
	Other	1.0	1.0	1.0
9. Sixth grade school attendance				
	Omaha Public Schools	76.2	72.6	74.5
	Parochial Schools	15.2	14.1	14.7
	Other Schools	8.6	13.1	10.8
10. Eighth grade school attendance				
	Omaha Public Schools	80.9	80.4	80.6
	Parochial Schools	13.4	10.9	12.2
	Other Schools	5.7	8.7	7.2
11. Parents completed high schools				
	Father	41.0	37.0	39.1
	Mother	52.4	41.3	47.2
12. Attendance in industrial arts and pre-vocational courses while in school.				
	None	20.0	74.0	47.0
	Less than one year	17.1	8.7	12.9
	One year	20.0	9.8	14.9
	Two years	28.6	4.3	16.4
	Three years	10.5	2.1	6.3
	Four or more years	3.8	1.1	2.5

		<u>Percent</u>		
		<u>Boys</u>	<u>Girls</u>	<u>Total</u>
13.	Attendance in vocational courses while in school			
	None	61.9	89.1	75.5
	Less than one year	8.6	2.2	5.4
	One year	13.3	3.3	8.3
	Two years	12.4	3.3	7.9
	Three years	3.8	2.1	2.9
	Four or more years			
14.	Attendance in business courses while in school			
	None	62.9	16.3	39.6
	Less than one year	13.3	28.3	20.8
	One year	16.2	22.8	19.5
	Two years	6.7	21.7	14.2
	Three years		10.9	5.4
	Four or more years	.9		.5
15.	Attendance in homemaking courses while in school			
	None	91.4	22.8	57.2
	Less than one year	1.9	15.2	8.6
	One year	1.9	22.8	12.5
	Two years	2.9	23.9	13.5
	Three years	1.9	10.9	6.0
	Four or more years		4.4	2.2
16.	Employment while attending school			
	Yes	50.5	43.5	47.0
	No	49.5	56.5	53.0

		<u>Percent</u>		
		<u>Boys</u>	<u>Girls</u>	<u>Total</u>
17. Type of employment while attending school				
	None	49.5	56.5	53.0
	Professional	.9		.5
	Managerial			
	Clerical			
	Sales	5.7	9.8	7.8
	Skilled	2.9		1.5
	Machine Operator			
	Household			
	Service	36.2	33.7	34.8
	Laborer	4.8		2.4
	Other			

		<u>Hours of Employment</u>		
		<u>Boys</u>	<u>Girls</u>	<u>Total</u>
18. Hours of employment while attending school				
	Mode	20	16	18
	Median	24	20	22
	Mean	19	22	21

		<u>Percent</u>		
		<u>Boys</u>	<u>Girls</u>	<u>Total</u>
19. Satisfaction with present job				
	Yes	54.5	74.2	64.3
	No	45.5	25.8	35.7
20. Permanence of present employment				
	Yes	53.1	61.3	57.2
	No	46.9	38.7	42.8

		<u>Percent</u>		
		<u>Boys</u>	<u>Girls</u>	<u>Total</u>
21.	The occupation of parents in terms of father			
	No response	15.2	4.3	9.8
	Professional		2.2	1.1
	Managerial	2.9	1.1	2.0
	Clerical	1.0		.5
	Sales	6.7	2.2	4.5
	Skilled	34.2	35.9	35.0
	Machine Operator	1.0	4.3	2.7
	Household			
	Service	16.2	10.9	13.5
	Laborer	20.9	34.8	27.2
	Other	1.9	4.3	3.1
22.	The occupation of parents in terms of mother			
	No response	14.3	6.5	10.4
	Professional	3.8	7.6	5.7
	Managerial	1.9		.9
	Clerical	6.7	5.4	6.1
	Sales	3.8	2.2	3.0
	Skilled			
	Machine Operator	10.5	7.6	9.1
	Household	43.7	55.5	49.5
	Service	13.3	14.2	13.8
	Laborer	1.0	1.0	1.0
	Other	1.0		.5
23.	Reasons given by youth for no employment			
	No response	66.6	59.8	63.1
	No available jobs	11.4	8.7	10.1
	No high school diploma	14.3	14.1	14.2
	Age	4.8	10.9	7.9
	No experience	2.9	6.5	4.7

		<u>Percent</u>		
		<u>Boys</u>	<u>Girls</u>	<u>Total</u>
24. The job interest of unemployed youth				
	No response	67.5	47.8	57.7
	Professional		1.1	.5
	Managerial			
	Clerical	1.0	18.5	9.7
	Sales		6.5	3.2
	Skilled	26.7	2.2	14.5
	Machine Operator	1.0		.5
	Household			
	Service	3.8	23.9	13.9
	Laborer			
	Other			
25. Present status of youth not employed				
	No response	65.6	47.8	56.6
	Unemployed	3.8	1.1	2.5
	Return to school	4.8		2.4
	Housewife		18.5	9.2
	Adult education	1.0	6.5	3.8
	Business school		2.2	1.1
	Seeking employment	5.7		2.9
	No activity	7.6	23.9	15.7
	Armed Forces	8.6		4.3
	Part-time employment	2.9		1.5
26. Employment of youth by business and industry				
	No response	19.0	13.2	16.0
	Agriculture	1.5		.8
	Construction	9.7		4.9
	Manufacturing	8.1	7.9	8.0
	Transportation	1.0		.5
	Communications		1.0	.5
	Utilities			
	Wholesale and retail trade	13.1	23.6	18.3
	Finance	1.0	3.5	2.3
	Services	37.3	37.6	37.4
	Others	9.3	13.2	11.3

		<u>Percent</u>		
		<u>Boys</u>	<u>Girls</u>	<u>Total</u>
27.	Employment of youth by job classifications			
	No response	19.3	13.1	16.2
	Professional			
	Managerial			
	Clerical	3.8	7.0	5.4
	Sales	3.2	12.2	7.7
	Skilled	5.5		2.8
	Machine Operator	4.9	7.0	5.9
	Household		1.0	.5
	Service	38.6	57.7	48.2
	Laborer	20.9	1.0	10.9
	Other	3.8	1.0	2.4

8. The youth presently employed or who have been employed note the total months of employment during school year 1963-1964

Average months of employment for boys 6.8 Months

Average months of employment for girls 4.6 Months

29. The youth presently employed or who have been employed note the weekly salary earned for months employed during school year 1963-1964

Average weekly earnings for boys \$41.30

Average weekly earnings for girls \$42.50

DATA
FOR
SURVEY AND STUDY

THE VOCATIONAL EDUCATION PROGRAM OF THE OMAHA PUBLIC SCHOOLS

EDUCATION FOR WORK IS HERE

VOCATIONAL EDUCATION

A THREE YEAR COMPARISON

The problem of this study was to gather and evaluate certain of the facts concerning the vocational education program of the Omaha Public Schools. This revealed the status of the present program, which will aid in determining guide lines for future developments in the vocational and adult education program.

VOCATIONAL PROGRAMS FOR

HIGH SCHOOL YOUTH IN

AGRICULTURE are offered at South High School.

BUSINESS are offered at all 6 High Schools.

DISTRIBUTION and MERCHANDISING are offered at Benson High School, South High School, and Technical High School.

HOMEMAKING are offered at all 6 High Schools.

INDUSTRY are offered at South High School and Technical High School.

THE HIGH SCHOOL SHOULD PROVIDE A
BRIDGE BETWEEN YOUTH AND THE WORLD
OF WORK. EDUCATION FOR THE WORLD
OF WORK IS THIS BRIDGE.

ADULT EDUCATION ENROLLMENT

	<u>1961-1962</u>	<u>1962-1963</u>	<u>1963-1964</u>
GENERAL EDUCATION			
Business	1,027	1,087	1,248
General	814	459	507
High School	1,447	1,506	1,722
Immigrant	290	273	247
TOTAL	3,578	3,325	3,724
VOCATIONAL EDUCATION			
Distributive	262	183	284
Health	224	254	245
Homemaking	4,007	4,171	3,917
Trade and Industrial	2,078	1,950	1,818
TOTAL	6,571	6,558	6,264
GRAND TOTAL	10,149	9,883	9,988

SENIOR HIGH SCHOOL ENROLLMENT BY SUBJECT
EDUCATION FOR WORK

TOTAL ENROLLMENT FOR HIGH SCHOOLS	OCTOBER ENROLLMENT		
	1961-1962	1962-1963	1963-1964
	10,734	12,034	13,089
 *SPECIAL SUBJECTS			
<u>GENERAL EDUCATION</u>			
Business			
Shorthand	629	735	879
Typewriting	2,372	2,816	3,395
Bookkeeping and Accounting	637	978	1,100
General Business	990	1,073	1,076
Transcription	76	77	103
Office Practices	448	622	617
Business Law	498	557	561
Sales	105	67	133
Writing		81	
Industrial Arts			
General Shop	703	819	923
Mechanical Drawing	1,138	1,358	1,208
Electricity	95	107	141
Auto Mechanics	312	350	215
Machine Shop	156	164	226
Printing	81	81	72
Sheet Metal	79	107	88
Woodworking	279	197	321
Food Service	88	65	118
 <u>VOCATIONAL EDUCATION</u>			
Agriculture	42	53	53
Distributive or Sales	71	75	64
Homemaking	1,407	1,522	1,623
Industrial and Technical			
Drafting	17	19	74
Electricity and Electronics	18	20	38
Instrumentation		12	
Auto Mechanics	96	91	161
Machine Shop	16	20	23
Printing	48	44	44
Sheet Metal	44	28	28
Woodworking	20	21	18
Food Service	31	43	30
Commercial Art	19	14	21

*The Statistical Report of the School District of Omaha

General Education refers to those subjects principally designed for the student's whole education in terms of his life as a responsible citizen. For all practical purposes this is education of non-specialization. Business Education has been noted as general education.

Vocational Education prepares the individual for effective gainful employment. Based upon the Federal Acts, Business Education has not been included in Vocational Education. This viewpoint has changed since Business Education is in part Vocational Education. The Federal Acts do include Homemaking Education as a vocational program.

DATA
FOR
SURVEY AND STUDY
THE 1964 PATIENTS' SURVEY

THE 1964 PARENTS' SURVEY

EDUCATION FOR THE OMAHA WORLD OF WORK

OMAHA PUBLIC SCHOOLS

One of the major objectives of this survey and study was to obtain current facts and information from a 1953 family unit sampling, concerning the family thinking as to the educational program for the future occupations of their children. This would provide some guide lines for future planning of the educational program, thus meeting the students' needs in a World of Work.

	<u>Number</u>	<u>Percent</u>
1. Family unit representation in elementary schools	1365	
2. Family unit representation in junior high schools	486	
3. Family unit representation in high schools	415	
4. Family unit representation in colleges		
Omaha	57	
Nebraska	25	
Other than Nebraska	20	
5. Representation of children in the family units.		
Elementary schools	2547	
Junior high schools	572	
High schools	504	
Colleges and Universities	115	
Total	3738	
6. Occupational group of husband in the family units.		
Professional	234	16.1%
Managerial	208	14.4
Clerical	102	7.1
Sales	160	11.0
Skilled	468	32.3
Machine Operator	34	2.3
Household		
Service	101	6.9
Laborer	72	4.9
Other	74	5.0

	<u>Number</u>	<u>Percent</u>
7. Occupational group of wife in the family units.		
Professional	75	5.17%
Managerial	8	.55
Clerical	100	6.89
Sales	27	1.85
Skilled	8	.55
Machine Operators	19	1.30
Housewife or Household	1130	77.78
Service	81	5.58
Laborer	2	.13
Other	3	.20
8. Mean average of years lived in School District of Omaha.		
Husband	22.1	
Wife	19.8	
9. The parents' occupational desire in education of children.		
Professional	737	50.73%
Managerial	17	1.17
Clerical	111	7.64
Sales	6	0.41
Skilled	64	4.41
Machine Operators		
Household		
Service	20	1.37
Laborer		
Other	2	.13
No Response	496	34.14
10. The family unit recommendations for consideration of the establishment of these <u>new</u> courses in order to meet the employment requirements for their children.		
Allied agricultural areas of work		
Yes	331	22.78%
No	1122	77.22
Computer programming		
Yes	917	63.12
No	536	36.88
Data processing		
Yes	873	60.08
No	580	39.92

		<u>Number</u>	<u>Percent</u>
Culinary Arts - Foods Trades	Yes	639	43.98%
	No	814	56.02
Electronics - Operation - Repair - Maintenance	Yes	897	61.73
	No	556	38.27
Dental Technician	Yes	591	40.68
	No	862	59.32
Custom Housekeeping	Yes	412	28.36
	No	1041	71.64
Barbering	Yes	226	15.55
	No	1227	84.45
Cosmetology	Yes	377	25.94
	No	1076	74.06
Appliance Repair	Yes	592	40.74
	No	861	59.26
Small Business Management	Yes	961	66.13
	No	492	33.87
Home Care Assistants	Yes	393	27.05
	No	1060	72.95
Home Decorating	Yes	715	49.20
	No	728	50.80
Business Machines Repair	Yes	606	41.71
	No	847	58.29
Medical Secretary	Yes	760	52.31
	No	693	47.69

11. The family unit recommendations for consideration as to the establishment of additional courses in these major occupational areas for their children.

Professional	57	3.93%
Managerial	3	.20
Clerical	11	.76
Sales	2	.13
Skilled	27	1.86
Machine Operator		
Household		
Service	3	.20
Laborer		
Other	1	.07
No Response	1349	92.85

		<u>Number</u>	<u>Percent</u>
12.	The family unit recommendations for consideration of the establishment of a School of Continuing Education to provide occupational courses at the <u>13th and 14th</u> school years to meet the employment requirements for their children.		
	Yes	1038	71.43%
	No	415	28.57
13.	The family unit recommendations for consideration as to the issue of broad occupational intelligence versus specialized occupational courses. This recommendation states that the high school would develop courses representing the basic knowledge for business and industry rather than courses preparing for specific occupational skills.		
	Yes	1018	70.06%
	No	435	29.94
14.	The family unit recommendations concerning an interest in having children prepare for the employment in these major occupational areas.		
	Unskilled Workers		
	Simple duties - laborer - assembly helper - etc.		
	Interest	123	8.46%
	No Interest	1330	91.54
	Semi-Skilled Workers		
	A defined work routine - machine operator - truck driver - etc.		
	Interest	238	16.37%
	No Interest	1215	83.63
	Skilled Workers		
	Occupations with extensive training - trades and crafts - foremen - etc.		
	Interest	805	55.41%
	No Interest	648	44.59
	Service Workers		
	Performance of services - cooks - barbers- beauty operators - etc.		
	Interest	383	26.35%
	No Interest	1070	73.65
	Sales Personnel		
	Commodities and services - sales clerks - salesmen - demonstrators - etc.		
	Interest	459	31.58%
	No Interest	994	68.42

	<u>Number</u>	<u>Percent</u>
Clerical		
Office - clerk - stenographer - cashier - office machine operator - etc.		
Interest	889	61.18%
No Interest	564	38.82
Semi-Professional		
Administrative and technical - managers - superintendents - technicians		
Interest	923	63.52%
No Interest	530	36.48
Professional		
Administrative and technical - college and university preparation		
Interest	1245	85.68%
No Interest	208	14.32

DATA
FOR
SURVEY AND STUDY

THE 1964 OMAHA LABOR UNION SURVEY

THE 1964 OMAHA LABOR UNION SURVEY

EDUCATION FOR THE OMAHA WORLD OF WORK

OMAHA PUBLIC SCHOOLS

One of the major objectives of this survey and study was to obtain current and future occupational facts from the organized labor unions within the Omaha area affiliated with the Nebraska State Federation of Labor. This information included job classifications, training programs, and recommendations for promotion recruitment and education for these areas of employment.

	<u>Number</u>	<u>Percent</u>
1. Total number of unions	118	
2. Number of union questionnaire returns	73	61.8
3. Membership noted in questionnaire returns	23,208	
4. 1970 Estimate of union worker needs as noted		
Replacement	1,266	
Expansion	2,485	
Total	3,751	
5. The union organizations at this date cooperating with management in sponsoring an apprenticeship or learner program.		
Yes	36	49.32
No	37	50.68
6. The unions having apprentices or learners attending related instruction classes sponsored jointly with the public schools.		
Yes	17	23.29
No	18	24.66
No apprentice or learner program	38	52.05
7. The union organizations recommending the establishment of a school where learners, apprentices, and journeymen could attend as special courses were needed. This would be a special School of Continuing Education.		
Yes	51	69.86
No	22	30.14
8. The union organizations since September 1963 having had adult education classes in cooperation with the public schools for upgrading the journeymen.		
Yes	8	10.95
No	65	39.05
9. The union organizations since September 1963 having had adult education classes for upgrading the journeymen which were <u>not</u> sponsored by the public schools.		
Yes	11	15.07
No	62	84.93

		<u>Number</u>	<u>Percent</u>
10.	The interest on the part of union organizations in adult education classes for upgrading the journeymen.		
	Yes	47	64.38
	No	26	35.62
11.	State or city licensure for the workers of union.		
	Yes	16	21.92
	No	57	78.08
12.	The use of examinations or tests within the trade for persons asking membership in your labor organization.		
	Yes	25	34.25
	No	48	65.75
13.	The number of unions noting a present need for an increase in apprentices or learners.		
	None	47	64.39
	Less than 10%	16	21.93
	10%	6	08.22
	15%		
	20%	3	04.10
	25%	1	01.36
	More than 25%		
14.	The greatest source of new local union members		
	Journeymen from apprentices or learners	25	34.25
	Transfer of journeymen from other locals	32	43.84
	Permit workers from Omaha with special skills	16	21.91
15.	The most acceptable age for beginning apprenticeship or learner program.		
	16 years through 18 years	6	08.22
	19 years through 21 years	45	61.65
	22 years through 24 years	19	26.03
	25 years through 27 years	2	02.74
	28 years and over	1	01.36
16.	The highest grade completed in school by most apprentices or learners presently in the union.		
	Less than 8th grade	3	04.11
	8th grade		
	9th grade		
	10th grade	4	05.48
	11th grade	2	02.73
	12th grade	61	83.57
	More than 12th grade	3	04.11

		<u>Number</u>	<u>Percent</u>
17.	Apprenticeship or a learner program through the use of on-the-job training combined with related instruction classes is the most suitable arrangement for a trade.		
	Strongly Agree	39	53.43
	Agree	21	28.77
	Undecided	12	16.44
	Disagree	1	01.36
	Strongly Disagree		
18.	At least high school graduation should be one of the requirements for entrance into an apprenticeship or learner program.		
	Strongly Agree	34	46.58
	Agree	18	24.66
	Undecided	16	21.91
	Disagree	5	06.85
	Strongly Disagree		
19.	Credit on the time for apprenticeship or learner program should be granted for previous practical work experience within the industry.		
	Strongly Agree	19	26.02
	Agree	37	50.69
	Undecided	12	16.44
	Disagree	4	05.48
	Strongly Disagree	1	01.37
20.	High school shop courses are best planned as broad in nature for a cluster of similar occupations rather than for a single-skill occupation.		
	Strongly Agree	17	23.28
	Agree	35	47.95
	Undecided	18	24.66
	Disagree	1	01.37
	Strongly Disagree	2	02.74
21.	At least two (2) years of high school shop courses planned broad in nature, and not developed for a single-skill occupation, should be one of the requirements for entrance into an apprenticeship or learner program.		
	Strongly Agree	11	15.06
	Agree	21	28.77
	Undecided	27	36.99
	Disagree	9	12.33
	Strongly Disagree	5	06.85

		<u>Number</u>	<u>Percent</u>
22.	At least two (2) years of high school drafting should be one of the requirements for entrance into apprenticeship or learner program.		
	Strongly Agree	8	10.96
	Agree	20	27.39
	Undecided	26	35.62
	Disagree	17	23.29
	Strongly Disagree	2	02.74
23.	Credit on apprenticeship or learner time should be granted for high school shop courses which are related to the occupation.		
	Strongly Agree	6	08.22
	Agree	15	20.55
	Undecided	29	39.73
	Disagree	17	23.28
	Strongly Disagree	6	08.22
24.	The opportunity of summer work experience for high school shop instructors in order to keep abreast of industrial and technical changes is an arrangement which would be acceptable to labor. This idea is based upon a satisfactory labor market in terms of employment.		
	Strongly Agree	9	12.33
	Agree	26	35.62
	Undecided	28	38.36
	Disagree	4	05.47
	Strongly Disagree	6	08.22
25.	Labor should be actively engaged in advising the public schools concerning the curriculum for high school industrial education shop courses.		
	Strongly Agree	21	28.77
	Agree	27	36.99
	Undecided	22	30.14
	Disagree	3	04.10
	Strongly Disagree		
26.	High school mathematics courses such as Algebra and Geometry are of greater value for apprenticeship or learner program than the high school shop courses.		
	Strongly Agree	10	13.69
	Agree	17	23.29
	Undecided	32	43.84
	Disagree	13	17.81
	Strongly Disagree	1	01.37

		<u>Number</u>	<u>Percent</u>
27.	At least two (2) years of high school mathematics in terms of either or both Algebra and Geometry should be one of the requirements for entrance into an apprenticeship or learner program.		
	Strongly Agree	13	17.81
	Agree	15	20.54
	Undecided	33	45.21
	Disagree	12	16.44
	Strongly Disagree		
28.	High school science courses such as Physics and Chemistry are of greater value for the apprenticeship or learner program than the high school shop courses.		
	Strongly Agree	2	02.73
	Agree	9	12.33
	Undecided	34	46.58
	Disagree	24	32.88
	Strongly Disagree	4	05.48
29.	At least two (2) years of high school science in terms of either or both Physics and Chemistry should be one of the requirements for entrance into and apprenticeship or learner program.		
	Strongly Agree	4	05.48
	Agree	7	09.59
	Undecided	37	50.69
	Disagree	24	32.88
	Strongly Disagree	1	01.36
30.	A School of Continuing Education to provide occupational courses at the <u>13th and 14th</u> school years is a possible arrangement for pre-apprenticeship or pre-learner training.		
	Strongly Agree	15	20.54
	Agree	23	31.51
	Undecided	28	38.36
	Disagree	5	06.85
	Strongly Disagree	2	02.74
31.	A School of Continuing Education to provide courses at the <u>13th and 14th</u> school years for occupations which are not considered apprenticeable is a suitable arrangement for learning those occupations.		
	Strongly Agree	15	20.54
	Agree	23	31.51
	Undecided	29	39.73
	Disagree	6	08.22
	Strongly Disagree		

DATA
FOR
SURVEY AND STUDY

THE 1964 SURVEY OF THE OMAHA, NEBRASKA APPRENTICES

APPRENTICES ENROLLED IN RELATED INSTRUCTION CLASSES

ADULT EDUCATION

PERSONAL AND EDUCATIONAL CHARACTERISTICS

The problem of this study was to gather and evaluate certain of the personal and educational characteristics of all the apprentices enrolled in the adult education related instruction classes of the Omaha Public Schools. This revealed the status of the present program, which will aid in determining guide lines for future developments in the pre-apprenticeship as well as apprenticeship programs.

	<u>Number</u>	<u>Percent</u>
1. Total number of apprentices enrolled in related instruction classes of adult education.	331	
2. Number of apprenticeship questionnaire returns.	310	93.7%
3. The trades represented in apprenticeship study	12	
Bricklaying		
Carpentry		
Electrical		
Floor Covering		
Iron Work		
Machine Shop		
Painting and Decorating		
Plumbing		
Roofing		
Sheet Metal Work		
Steamfitting		
Truck Repair		
4. The average present age of apprentices.		
Mean	23.3	
Median	23.4	
Mode	21.0	
5. The average beginning age for apprentices.		
Mean	21.0	
Median	21.0	
Mode	19.0	
6. Marital status of apprentices at beginning of program.		
Single	135	43.6%
Married	175	56.4
7. Present marital status of apprentices.		
Single	89	28.7%
Married with children	154	49.7
Married no children	67	21.6
8. The present year of enrollment in apprenticeship.		
1st	83	26.8%
2nd	57	18.3
3rd	89	28.7
4th	70	22.6
5th	11	3.6
9. The highest grade completed in school.		
Less than 8th grade	3	.9%
8th grade	5	1.6
9th grade	7	2.3
10th grade	14	4.5
11th grade	16	5.2
12th grade graduation	214	69.0
More than 12th grade graduation	51	16.5
10. The family tradition within the trade.		
None	144	46.4%
1 Relative	104	33.6
2 Relatives	33	10.7
3 Relatives	22	7.1
4 or more Relatives	7	2.2

	<u>Number</u>	<u>Percent</u>
11. Apprenticeship information received from the high school.		
Yes	25	8.1%
No	285	91.9
12. The granting of credit on apprenticeship time.		
High School	3	.9%
Military Service	13	4.2
Trade School	24	7.7
Work Experience	42	13.6
13. The mathematics courses completed in high school.		
None	9	2.9%
General Mathematics	211	68.1
Shop Mathematics	44	14.2
Algebra	212	68.4
Geometry	129	41.6
Solid Geometry	27	8.7
Trigonometry	33	10.7
Other	6	1.9
14. The science courses completed in high school.		
None	27	8.7%
General Science	197	63.6
Biology	183	59.0
Physics	96	30.9
Chemistry	44	14.2
Other	8	2.6
15. High School industrial arts enrollment of apprentices.		
None	95	30.7%
Less than 1 year	11	3.5
1 year	56	18.1
2 years	55	17.7
3 years	44	14.2
4 years or more	49	15.8
16. High School vocational course enrollment of apprentices.		
None	193	62.3%
Less than 1 year	13	4.2
1 year	34	10.9
2 years	39	12.6
3 years	18	5.8
4 years or more	13	4.2
17. High School drafting course enrollment of apprentices.		
None	107	34.5%
Less than 1 year	33	10.7
1 year	92	29.7
2 years	45	14.5
3 years	26	8.3
4 years or more	7	2.3
18. The importance placed by the apprentices on the cluster of occupations approach to the high school industrial education program.		
Strongly Agree	63	20.3%
Agree	157	50.7
Undecided	62	20.0
Disagree	25	8.1
Strongly Disagree	3	.9
19. High School mathematics courses of algebra and geometry are of greater value in apprenticeship than the high school shop courses.		
Strongly Agree	60	19.4%
Agree	97	31.3
Undecided	60	19.3
Disagree	74	23.9
Strongly Disagree	19	6.1

		<u>Number</u>	<u>Percent</u>
20.	High School science courses of physics and chemistry are of greater value in apprenticeship than the high school shop courses.		
	Strongly Agree	21	6.9%
	Agree	34	10.9
	Undecided	60	19.4
	Disagree	161	51.9
	Strongly Disagree	34	10.9
21.	Completion of military service.		
	Yes	126	40.7%
	No	184	59.3
22.	Attendance in private trade or technical school after leaving or completing school.		
	Yes	40	12.9%
	No	270	87.1
23.	Attendance in a public education trade or technical school after leaving or completing school.		
	Yes	10	3.2%
	No	300	96.8
24.	Apprenticeship through the use of on-the-job training combined with related instruction classes is the most suitable arrangement for learning a trade.		
	Strongly Agree	181	58.4%
	Agree	109	35.2
	Undecided	16	5.2
	Disagree	3	.9
	Strongly Disagree	1	.3
25.	High School graduation should be a minimum requirement for entrance into an apprenticeship program.		
	Strongly Agree	131	42.3%
	Agree	100	32.3
	Undecided	24	7.8
	Disagree	38	12.2
	Strongly Disagree	17	5.4
26.	The number of years between leaving or completing school and beginning the apprenticeship program.		
	None	19	06.1%
	Less than 1 year	49	15.8
	1 year	42	13.4
	2 years	40	12.7
	3 years	42	13.4
	4 years or more	118	38.6
27.	Two (2) years of high school shop courses planned broad in nature and not developed for a single skill occupation should be a minimum requirement for entrance into an apprenticeship program.		
	Strongly Agree	25	8.0%
	Agree	73	23.6
	Undecided	53	17.1
	Disagree	126	40.6
	Strongly Disagree	33	10.7

DATA
FOR
SURVEY AND STUDY

THE 1964 BUSINESS AND INDUSTRY SURVEY

THE 1964 BUSINESS AND INDUSTRY SURVEY

EDUCATION FOR THE OMAHA WORLD OF WORK

OMAHA PUBLIC SCHOOLS

The Omaha Public Schools in cooperation with business and industry of the metropolitan Omaha area conducted a survey as to education for the Omaha World of Work. One of the major objectives of the survey and study was to obtain current occupational facts from the business and industry located within the Omaha area. This information included the present personnel requirements, the type of education needed for occupational performance, as well as a projection for future personnel needs.

GENERAL INFORMATION

1. Total number of employees represented in study 32,749 Employees
2. Range of firm size represented in study 25-3,000 Employees

CLASSIFICATION OF EMPLOYMENT BY MAJOR OCCUPATIONAL GROUPS

		Percent	
		Present Employment	1970 Needs
1.	<u>Unskilled Workers</u> Simple duties - labor - assembly helper - etc.	12.3%	11.5%
2.	<u>Semi-skilled Workers</u> A defined work routine - machine operator - truck driver - etc.	14.5	14.0
3.	<u>Skilled Workers</u> Occupations as a result of extensive training - crafts - foremen - etc.	16.3	16.7
4.	<u>Service Workers</u> Performance of services for persons - cooks - waiters - custodians - etc.	10.0	10.4
5.	<u>Sales Personnel</u> Commodities and services - sales clerks - salesmen - demonstrators - etc.	7.1	7.6
6.	<u>Clerical</u> Office - clerk - stenographer - cashier - office machine operator - etc.	22.1	21.3
7.	<u>Semi-Professional</u> Administrative and technical - managers - superintendents - technicians	8.5	8.5
8.	<u>Professional</u> Administrative and technical - college and university preparation	9.2	10.0

ALL CLASSIFICATIONS BY MAJOR OCCUPATIONAL GROUPS

1. Employee representation 32,749
2. 1970 Employee needs as represented 35,128
3. 1970 Employee increase 7.3%

THE EDUCATIONAL AND TRAINING ASPECTS OF FIRMS

	Percent	
	<u>Yes</u>	<u>No</u>
1. The employment of persons with less than high school graduation	61.5%	38.5%
2. The requirement of previous work experience for employment	33.7	66.3
3. On-the-job training programs are being conducted	85.5	14.5
4. An education or training director is employed	38.6	61.4
5. Since September 1963, adult education classes in cooperation with the public schools for upgrading employees have been organized	13.3	86.7
6. Since September 1963, adult education classes for upgrading your employees which were not sponsored by the public schools have been organized	38.6	61.4
7. Cooperation with the labor organizations in sponsoring learner or apprenticeship programs	27.7	72.3
8. The use of job or position descriptions	79.5	20.5
9. Interest in participation with a work experience in program for high school seniors in which one-half (1/2) day was spent in school and one-half (1/2) day spent at work	43.4	56.6
10. Acceptance without actual work experience of qualified graduates from high school courses in agriculture, business, distribution or merchandising, home economics, or trade and industrial planned for the World of Work	84.4	15.6
11. Provision for the opportunity of summer work experience for high school teachers of agriculture, business, distribution or merchandising, home economics or trade and industrial engaged in the World of Work teaching. This idea being based upon a satisfactory labor market in terms of employment.	55.4	44.6
12. The completion of adult education courses is used as a factor of evaluation in employee promotion	63.9	36.1
13. Acquaintanceship with the Omaha area high school courses offered in agriculture, business, distribution or merchandising, home economics, or trade and industrial for the World of Work.	56.6	43.4

THE DEGREE OF IMPORTANCE NOTED IN CERTAIN SKILLS AND UNDERSTANDINGS FOR EACH CLASS OF WORKER

	<u>Little Importance</u>	<u>Percent Some Importance</u>	<u>Great Importance</u>
1. The ability to use Manipulative Hand, Machine, and Equipment Skills			
Unskilled workers	38.1%	50.8%	11.1%
Semi-skilled workers	9.2	44.6	46.2
Skilled workers	1.6	1.6	96.8
Service workers	32.4	41.2	26.4
Sales personnel	50.9	39.0	10.1
Clerical	13.2	26.3	60.5
Semi-professional	34.0	43.0	23.0
Professional	43.0	32.9	24.1
2. The ability to use Oral Communication Skills in terms of giving directions and explanations			
Unskilled workers	72.6%	22.6%	4.8%
Semi-skilled workers	24.2	58.1	17.7
Skilled workers	4.4	35.3	60.3
Service workers	32.7	36.4	30.9
Sales personnel	1.7	6.7	91.6
Clerical	6.3	46.1	47.6
Semi-professional	1.5	9.5	89.0
Professional	2.6		97.4
3. The ability to use Written Communica- tion Skills in terms of Records and Reports			
Unskilled workers	86.4%	10.2%	3.4%
Semi-skilled workers	47.9	43.7	8.4
Skilled workers	4.4	47.8	47.8
Service workers	50.0	27.4	22.6
Sales personnel	41.5	8.5	50.0
Clerical	1.2	23.8	75.0
Semi-professional	1.4	12.5	86.1
Professional		1.4	98.6

	<u>Little</u> <u>Importance</u>	<u>Percent</u> <u>Some</u> <u>Importance</u>	<u>Great</u> <u>Importance</u>
4. To have an understanding of Materials and Production Methods			
Unskilled workers	56.9%	36.9%	6.2%
Semi-skilled workers	11.3	67.7	21.0
Skilled workers	4.7	14.0	81.3
Service workers	36.4	29.1	34.5
Sales personnel	19.3	36.9	43.8
Clerical	31.6	35.5	32.9
Semi-professional	7.1	24.3	68.6
Professional	5.5	9.6	84.9
5. To have an understanding of Basic Scientific Principles			
Unskilled workers	92.6%	5.5%	1.9%
Semi-skilled workers	55.4	37.5	7.1
Skilled workers	13.2	47.5	39.3
Service workers	56.9	36.2	6.9
Sales personnel	25.0	44.6	30.4
Clerical	55.6	34.7	9.7
Semi-professional	2.9	37.1	60.0
Professional	1.5	13.2	85.3
6. To have an understanding of Basic Principles of Mathematics			
Unskilled workers	75.9%	20.6%	3.5%
Semi-skilled workers	32.2	49.2	18.6
Skilled workers	6.4	28.6	65.0
Service workers	43.3	26.9	29.8
Sales personnel	10.7	41.1	48.2
Clerical	5.3	33.4	61.3
Semi-professional		20.0	80.0
Professional	1.4	12.5	86.1

	<u>Little</u> <u>Importance</u>	<u>Percent</u> <u>Some</u> <u>Importance</u>	<u>Great</u> <u>Importance</u>
7. The ability to use Drawings and Handbooks			
Unskilled workers	79.3%	20.7%	
Semi-skilled workers	24.6	54.1	21.3
Skilled workers	4.8	30.1	65.1
Service workers	49.2	33.9	16.9
Sales personnel	19.3	40.3	40.3
Clerical	33.8	33.8	32.4
Semi-professional	2.8	19.7	77.5
Professional	7.3	8.7	84.0

THE RESPONSES TO EACH STATEMENT OR QUESTION

1. There is presently community interest in the establishment of a School of Continuing Education to provide occupational courses at the 13th and 14th school years. Please suggest the job areas in which training or education might be offered to meet employment needs of your firm.

Clerical

Sales

Service

Technical

2. The high schools of the metropolitan Omaha area are concerned with the issue of specialized occupational courses versus general approach with courses planned for developing a broad occupational intelligence. As an example, should the high schools provide occupational preparation for specific manual or machine skills, or develop courses which represent the basic knowledge for certain areas of student interest in business and industry? Please explain your reaction based upon the employment requirements of your firm.

The basic knowledge in areas of business or industry

Specific skills subject to change

The specifics a responsibility of business or industry

3. What areas of education or training not presently being offered by the high schools of the metropolitan Omaha area should be added to their programs in order to meet your employment requirements?

Service

Technical

Allied agriculture

4. In relation to the employment requirements of your firm, what improvements would be recommended for the present educational or training programs of the metropolitan Omaha area high schools?

Applied mathematics

Applied science

Communication skills

Oral

Written

Completion of a task

Job attitudes

5. What types of job openings are your firm presently attempting to fill? Please note by job or position classifications.

Clerical

Sales

Service

Technical

6. In projecting the employment needs of your firm by 1970, what types of job openings will be available? Please note by job or position classifications.

Data processing

Health and medical

Maintenance and repairs

Sales and distribution

Service

Personal

Equipment

Technical

Electrical

Mechanical

HELPFUL COMMENTS AND IDEAS

"The idea of educating and gearing the students to the needs in the community is great. I am sure you will get a great deal of support from the potential employers."

"Broad basic education in the high school with specific occupational program as part of a 13th and 14th school years schedule is an excellent idea".

"An important contribution of the public schools to the students would be a breakdown of occupations for assisting in making decisions regarding an occupational future."

DATA
FOR
SURVEY AND STUDY

OMAHA AREA SKILLS SURVEY

THE EMPLOYMENT PICTURE
EDUCATION FOR THE OMAHA WORLD OF WORK
 OMAHA PUBLIC SCHOOLS

FACTS

Courtesy

Omaha Area Skills Survey
 Nebraska Department of Labor
 Division of Employment
 Lincoln, Nebraska
 June, 1964

Forecast of Expansion and Replacement Needs

by

Major Industrial Group

Percentages

<u>Industry</u>	<u>1963 Current Employment</u>	<u>Expansion Replacement</u>	<u>1964 Total Employment</u>	<u>Expansion Replacement</u>	<u>1966 Total Employment</u>
Mining and Construction	6%	17%	7%	13%	7%
Manufacturing	22	19	21	20	21
Trans., Comm., and Public Utilities	12	5	12	7	12
Wholesale Trade	7	8	7	7	7
Retail Trade	16	16	16	17	16
Fin., Ins. and Real Estate	8	3	8	5	8
Service	16	13	16	14	16
Government	13	19	13	17	13
Total	100	100	100	100	100

"A three year expansion of over 10,000 jobs is anticipated. This represents an over-all increase of almost 7 percent, or an annual rate of 2 percent. In comparing all industrial categories, construction and government promise the largest increase for the three year period. All industry divisions expect to expand except transportation, communications and utilities."

"The anticipated replacement pattern shows that over 11,000 jobs should be available in three years. Manufacturing shows a higher anticipated replacement rate than any other industry divisions."

Forecast of Expansion and Replacement Needs

by

Major Occupational Group

Percentages

<u>Occupational Skill Level</u>	<u>1963 Current Employment</u>	<u>1964 Expansion Replacement</u>	<u>1964 Total Employment</u>	<u>1966 Expansion Replacement</u>	<u>1966 Total Employment</u>
Professional & Managerial	20%	26%	20%	24%	20%
Clerical & Sales	28	7	27	16	27
Service	11	8	11	8	11
Skilled	16	24	16	20	16
Semi-skilled	10	16	11	13	11
Unskilled	15	19	15	19	15
Total	100	100	100	100	100

Forecast of Estimated Employment

by

Major Occupational Group

Percent of Increase

	<u>1963 Current Employment</u>	<u>1964 Employment</u>	<u>% Increase</u>	<u>1966 Employment</u>	<u>% Increase</u>
Professional & Managerial	32,346	33,513	3.6%	35,195	8.8%
Clerical & Sales	46,827	46,642	-.6	48,115	2.8
Service	18,240	18,495	1.4	19,022	4.3
Skilled	26,736	27,689	3.6	28,728	7.5
Semi-skilled	17,275	18,062	4.6	18,888	9.3
Unskilled	24,870	25,694	3.3	27,078	8.9
Total	166,294	170,095	2.3	177,026	6.5

"Anticipated expansion needs by occupational skill level show that almost one-third of the available jobs will fall under professional and managerial occupations. The majority of the increase is due to population growth resulting in additional requirements for teachers in private and public institutions."

"Four out of ten workers who will be replaced in the next three years now work in professional and skilled occupations. A large number of women in the professional and managerial field are teachers and nurses in private and public institutions."

THE SURVEY INSTRUMENTS

FOR

SURVEY AND STUDY

EDUCATION FOR JOAK

IN THE

OMAHA PUBLIC SCHOOLS

INSTRUMENT
FOR
SURVEY AND STUDY

THE 1964 EIGHTH GRADE FUTURE EDUCATIONAL PLANS

OMAHA PUBLIC SCHOOLS
Department of Instruction
October 8, 1963

PLAN FOR ADMINISTRATION OF SCAT-STEP TESTS

All materials for administration of Scat and Step tests to eighth grade students will be distributed to schools from Joslyn Castle. Test booklets, pencils, and directions and manuals for those administering the tests are to be stored under security in buildings for use in future years.

SCAT-STEP testing in the Omaha School System this year should be carried on during the period October 14, 1963 - November 5, 1963, at the discretion of the individual school. Since no system-wide meeting of those administering the tests has been scheduled, each principal should go over administration procedures carefully with his own staff.

<u>School</u>	<u>Estimate of Number Tested</u>
Beveridge	197
Norris	407
Horace Mann	380
Indian Hill	135
Lewis & Clark	410
McMillan	566
Monroe	508
Ralph Marrs	159
Technical	334
K-8 Schools	658
	<u>3,754</u>

Description of the Tests

The SCAT Tests (School and College Ability Tests) are contained in a single booklet. Two parts of the test deal with verbal ability and two parts deal with quantitative ability.

The STEP (Sequential Tests of Educational Progress) are made up of the six parts enumerated below, each contained in a separate booklet. We will not administer the Essay test this year.

Listening Comprehension	Writing	Mathematics
Reading Comprehension	Science	Social Studies

Special Codes

Follow the directions given below regarding the special codes rather than the explanation of the special codes grid on the last page of the pamphlet, "Using the Answer Sheet." The following special codes should be used in all schools. Use the blackboard or comparable means to make sure that students understand and accurately fill in information required for special grids. Principals are asked to have each answer sheet carefully screened for accuracy and completeness of marking. Special checks should be made of gridding of race and sex.

- Group A, both columns: Present age: 11 through 19.
Group B, both columns: Month of birth: 01=January, et al.-12=December.
Group C, column 1: Sex -- 1=boys . . . 2=girls
 column 2: Race -- 1=white; 2=negro; 3=American Indian
 4=Oriental
Group D, column 1: Total years before this year enrolled in an Omaha
 Public School (if more than nine, indicate nine)
 column 2: Future educational plans: 1=will complete four years
 of college or more; 2=will complete business, trade,
 or vocational school of two years or more; 3=will
 complete high school; 4=do not plan to complete
 high school.

INSTRUMENT
FOR
SURVEY AND STUDY

THE 1964 NINTH GRADE FUTURE EDUCATIONAL PLANS

OMAHA PUBLIC SCHOOLS
Department of Instruction
December 3, 1963

PLANS FOR ADMINISTRATION OF IOWA TESTS OF EDUCATIONAL DEVELOPMENT

AND

TESTS OF EDUCATIONAL ABILITY TO NINTH GRADE

Test materials and machine scoring service will be supplied for the Iowa Tests of Educational Development and Tests of Educational Ability as shown below. Test booklets and manuals giving directions for administration will be sent to each school no later than the Saturday morning preceding the week scheduled for testing. Answer sheets and single page interpretative sheets, "Your Scores on the Iowa Tests of Educational Development and What They Mean" will also be sent to each school prior to the week of testing by direct mail from the publisher.

Please report any shortages or additional needs in the way of materials as soon as possible by telephone to the office of the Assistant Superintendent in Charge of Instruction.

Description of Tests

The Iowa Tests of Educational Development are made up of the nine parts enumerated below, contained in a single test booklet. The class period version will be used with time limitations indicated.

<u>Test</u>	<u>Time</u>
1. Understanding of Basic Social Concepts	40 minutes
2. Background in the Natural Sciences	40 minutes
3. Correctness and Appropriateness of Expression	40 minutes
4. Ability to do Quantitative Thinking	40 minutes
5. Ability to Interpret Reading Materials in the Social Studies	40 minutes
6. Ability to Interpret Reading Materials in the Natural Sciences	40 minutes
7. Ability to Interpret Literary Materials	40 minutes
8. General Vocabulary	22 minutes
9. Use of Sources of Information	<u>27 minutes</u>
Total Student Working Time	329 minutes

Please Caution the Students As Follows:

The machine at the SRA Scoring Service in Iowa City reads and records the darkest mark made in any column in the numeric grid for ITED. In an unused column, this darkest mark may be an erasure, a stray pencil mark, or even a heavy smudge. For this reason, it is necessary for the student to mark the zero in any unused column of a field if any portion of that field is used. The zero marked in unused columns of the field will insure that the machine reading the numeric grid does not pick up unintentional marks and that averages computed for special groups will be accurate and undistorted.

Pencils - pencils marked "Sense-a-Mark," "Electrographic" or "No. 2" (soft lead) pencils must be used in marking answer sheets. Please furnish one for each student to be tested. These pencils were provided earlier this year for the SCAT-STEP tests. It is suggested that each student be asked to provide an additional one himself.

Special Codes for ITED Only

Field 1, Column #1 Sex - 1=boys, 2=girls

Field 2, Column #2 & 3 Present age in years; 12, 13, 14, 15, 16

Field 2, Column #4 Race - 1=White, 2=Negro, 3=American Indian, 4=Oriental

Field 3, Column #5 & 6 Month of birth - 01=January, 02=February, 03=March,
04=April, 05=May, 06=June, 07=July, 08=August,
09=September, 10=October, 11=November, 12=December

Field 3, Column #7 Total years before this year enrolled in an Omaha Public
School (if more than nine, indicate nine)

Field 3, Column #8 Future educational plans - 1=will complete four years of
college or more, 2=will complete business, trade, or
vocational school of two years or more, 3=will complete
high school, 4=do not plan to complete high school.

Field 4, Column #9 Employment of father or head of household:

0 - Professional, Highly Technical, and Kindred Workers

1 - Managers, Officers and Proprietors

2 - Clerical and Kindred Workers

3 - Sales

4 - Skilled Craftsmen, Foremen, and Kindred Workers

5 - Machine Operators and Kindred Workers

6 - Private Household Workers

7 - Service Workers

8 - Laborers

9 - Occupation not reported

Disposition of Answer Sheets - After testing has been completed, check answer sheets for poor erasures, light marks, and incompletely filled-in blanks and correct any deficiencies. Arrange in alphabetical order. Send to the office of the Assistant Superintendent in Charge of Instruction at Joslyn Castle in one package for machine scoring. All answer sheets should be in the office of the Assistant Superintendent of Instruction at Joslyn Castle by the end of the day Tuesday, February 4, 1964.

INSTRUMENT
FOR
SURVEY AND STUDY

THE 1964 SENIOR OCCUPATIONAL INTEREST INVENTORY

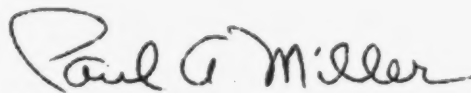
OMAHA PUBLIC SCHOOLS
Department of Vocational and Adult Education
Omaha, Nebraska
March 1964

Education for the Omaha World of Work
1964 Senior Occupational Interest Inventory

The Omaha Public Schools, in cooperation with the schools of the metropolitan Omaha area, is conducting a study concerning the need for a School of Continuing Education to serve the Omaha area. The School would provide occupational courses at the 13th and 14th school years. The information which is requested will be of great value in determining need for the school and the types of courses to be offered. Your assistance and consideration to this interest inventory is appreciated.

We thank you for your cooperation.

Edwin H. Parrish
Director
Survey and Study


Superintendent of Schools

GENERAL INSTRUCTIONS FOR INTEREST INVENTORY

This occupational interest inventory will be administered with use of electronic data process cards. The completion of the questionnaire will require the use of two (2) cards.

1. Information Card -- Provides information for student in completion of questionnaire.
2. Occupational Choice Card -- The student questionnaire.

This questionnaire will be completed in two (2) steps. Both steps must be completed with use of SOFT LEAD Pencil. If available use test marking pencil.

Step I.

1. Pass out only the Occupational Choice Card.
2. Pass out the soft lead pencils.
3. Inform students to only use soft lead pencils.
4. Read the print-in portion on card and have students complete.
 - a. Name
 - b. Address
 - c. High School
 - d. Sex
 - e. Race
5. Read the print-in questions on card and have students mark in completely within the appropriate spaces.
 - a. Plans for September 1964. Mark only one (1) choice.
 - b. Selection of occupational career.
 - c. Possible attendance at School of Continuing Education.
 - d. Payment of basic yearly tuition payment.
6. Retain Occupational Choice Card for use with Step II.

Step II.

1. Pass out Information Card.
2. Inform student to read instructions as noted on Information Card.
3. Have all students mark in the appropriate columns of the Occupational Choice Card the first, second and third occupational choices. Use the numbers from the Information Card.
4. Collect pencils.
5. Collect Occupational Choice Card
6. Collect Information Cards.
7. Wrap Information Cards separately. Mark as Information Cards.
8. Wrap Occupational Choice Cards separately. Mark as Occupational Choice Cards.
9. Mark each package with name of schools.
10. Return to Joslyn Castle--Board of Education Offices.

OMAHA "WORLD OF WORK" STUDY
Omaha Public Schools
3902 Davenport Street
Omaha, Nebraska

This section of the instructions represents the information developed into the Information Card and the Occupational Choice Card. This is a guide for Administering the Occupational Interest Inventory. All students will use the two (2) cards.

Name _____
Last First Middle

Address _____
Street City State

High School _____

Male _____ Female _____

Race _____
White Negro Other

What are your plans for September 1964? MARK ONLY ONE.

- _____ No Plans
_____ Attend college or university
_____ Attend a School of Continuing Education
For occupational courses
_____ Work
_____ Military Service
_____ Homemaker -- full time

Would you attend a School of Continuing Education offering occupational courses at the 13th and 14th school years, if located in Omaha, Nebraska?

_____ Yes _____ No

Have you at this time selected your occupational career?

_____ Yes _____ No

If you were to attend a School of Continuing Education, could you make a basic yearly tuition payment of \$250.00?

_____ Yes _____ No

If you were now to make an occupational choice, indicate from these occupational areas the three (3) courses which would be of most interest to you. Rank these by placing the numbers of your first, second and third choices in the appropriate columns provided on the other card, the Occupational Choice Card.

AGRICULTURE

01. _____ Allied agricultural fields--fed processing-food processing - horticulture - urbaculture - livestock - landscaping - etc.
02. _____ Farm tractor and machinery repair

BUSINESS

11. _____ Business records and accounting
12. _____ Computer programming
13. _____ Data processing
14. _____ Typing and general clerical
15. _____ Machine duplicating
16. _____ Key punch operators
17. _____ Stenographic--shorthand or machine transcription

DISTRIBUTION

21. _____ Food services--cashier - hostess - waitress - etc.
22. _____ Retailing--distribution of goods
23. _____ Sales--service - insurance - real estate - advertising - etc.
24. _____ Sales--goods - wholesale - retail
25. _____ Small business management

HOME ECONOMICS

31. _____ Clothing construction and alteration
32. _____ Custom Housekeeping
33. _____ Food preparation and catering
34. _____ Home care assistants
35. _____ Home decorating--consultant and construction - drapery - bed spreads - etc.
36. _____ Home management
37. _____ Infant and child care--nursery centers - etc.
38. _____ Tailoring

PERFORMING ARTS

41. _____ Art
42. _____ Communications--announcer - radio - television - etc.
43. _____ The Dance--ballet - interpretive - etc.
44. _____ Drama
45. _____ Music --instrumental
46. _____ Music--vocal

INDUSTRIAL SERVICES

51. _____ Barbering
52. _____ Cosmetology--beauty operator
53. _____ Culinary arts--foods trade - cook - baker - etc.
54. _____ Jewelry and watch repair
55. _____ Radio and television service
56. _____ Service station operator
57. _____ Shoe repair

MAINTENANCE AND REPAIR

- 61. _____ Appliance repair - dryers - washers - irons - toasters - etc.
- 62. _____ Automotive and auto body repair
- 63. _____ Building operator--engineer - custodian
- 64. _____ Business machines repair --typewriter - calculators - etc.
- 65. _____ Diesel repair
- 66. _____ Electronic controls repair
- 67. _____ Furniture and upholstery repair
- 68. _____ Instrumentation--meters and controls in industrial operation
- 69. _____ Machinery repair--machinist - welding - etc.

GRAPHIC ARTS

- 71. _____ Commercial art
- 72. _____ Lithography
- 73. _____ Photography
- 74. _____ Printing

BUILDING AND MANUFACTURING

- 81. _____ Building construction trades
- 82. _____ Drafting--architectural
- 83. _____ Drafting--mechanical
- 84. _____ Heating and air conditioning
- 85. _____ Heavy equipment operation--bulldozers - graders - etc.
- 86. _____ Manufacturing trades--machinist - tool and die maker - etc.
- 87. _____ Welding

HEALTH AND MEDICAL

- 91. _____ Dental assisting
- 92. _____ Dental technicians
- 93. _____ Medical secretary
- 94. _____ Practical nursing

INSTRUMENT
FOR
SURVEY AND STUDY

THE 1964 HIGH SCHOOL SENIORS

OMAHA PUBLIC SCHOOLS

Department of Vocational and Adult Education

Omaha, Nebraska

May, 1964

Education for the Omaha World of Work

The 1964 High School Seniors

To the Student:

Your help and careful consideration to the following questions are needed. By careful analysis of your answers and suggestions, plans will be formulated to improve the high school programs so that they may better prepare young men and women to meet the problems in the adult world.

Robert J. Miller
Superintendent of Schools

1. What do you plan to be doing in September 1964?

- | | |
|--|-----------------------|
| 0 No plans | 3 Working |
| 1 Attending a business or trade school | 4 In the Armed Forces |
| 2 Attending a college or university | 5 Housewife |

2. How many years of your schooling have been spent in the Omaha Public Schools?

13 12 11 10 9 8 7 6 4-5 1-3

3. How many complete years of instruction have you had in a foreign language or languages while in grades 7-12 in the Omaha Public Schools?

0 1 2 3 4 5 6 7 8 9

4. Which one of the following subjects did you LEAST like while in high school?

S.S.	Social Studies
Math.	Mathematics
Eng.	English
F. Lang.	Foreign Language
Science	Science
Bus.	Business
Mus.	Music
Art	Art

5. Which one of the following subjects did you MOST like while in high school?

H. Econ.	Home Economics
Shop	Shop

6. In which of the following sequences were you enrolled when you graduated?

- | | |
|---|---------------------|
| 10 General | 61 Auto body repair |
| 20 College preparatory | 62 Auto mechanics |
| 30 General clerical | 63 Drafting |
| 31 Stenographic | 64 Electricity |
| 41 Drafting | 65 Food service |
| 42 Electronics | 66 Machine shop |
| 43 Instrumentation and automatic controls | 67 Printing |
| 50 Agricultural | 68 Sheet metal |
| | 69 Woodworking |
| | 70 Home Economics |

7. If you intend to further your education by school or college work, which one of the following courses of study will you take?

- | | |
|----------------------------|-----------------------------|
| 0 Liberal Arts | 5 Trade |
| 1 Fine Arts: Music - Drama | 6 Nursing - Pre-med. - Med. |
| 2 Business | 7 Home Economics |
| 3 Education | 8 Law - Political Science |
| 4 Engineering | 9 Other |

8. Have you ever "dropped out" of school and later returned?

- 1 No
- 2 After 1 week
- 3 After 1 quarter
- 4 After 1 semester
- 5 After 1 year

9. Where will you be working or looking for employment upon graduation from high school or college?

Omaha

Nebraska

Another State

- | | | |
|--|-----|----|
| 10. Do you have a job waiting for you? | Yes | No |
| 11. Have you been definitely accepted by a college or school? | Yes | No |
| 12. Have you been awarded a scholarship, grant-in-aid, work grant or other financial help by the college or school you will be attending? | Yes | No |
| 13. In general, are you satisfied with the education you have received in the Omaha Public Schools? | Yes | No |
| 14. Do you feel you have been well trained in the fundamentals like the three R's? | Yes | No |
| 15. Has the school helped you gain an understanding which will aid you in judging right and wrong? | Yes | No |
| 16. Has the school provided you with enough understanding of community problems so you can become an active citizen? | Yes | No |
| 17. Have you learned some hobby or activity in school which you can and possibly will use in your free time as an adult? | Yes | No |
| 18. Have you been trained as a consumer so that you feel you will be able to buy and sell wisely? | Yes | No |
| 19. Have you developed some skill in school so that you can get a job and earn your own way? | Yes | No |
| 20. Do you feel that you received adequate instruction about family living while in high school? | Yes | No |
| 21. Did your high school education help develop in you an appreciation for art, music and good literature? | Yes | No |
| 22. Have you earned \$600 or more on your own at a regular job during the past year? | Yes | No |
| 23. Do you own your <u>own</u> car? | Yes | No |
| 24. Do you generally attend religious services every week? | Yes | No |
| 25. Did you receive adequate counseling services while in high school? | Yes | No |
| 26. Mark appropriate box for SEX, RACE, and NONE if you do not plan to attend a school or college. If you have written in a name of a school or college, please mark in space if it is located "In Omaha", "In Nebraska", or "In another State". | | |
| 27. On the back of this page, please list what improvements you feel are most needed in the Omaha Public Schools. Use a single word or phrase to head each suggestion. | | |

28. Guidance Questionnaire

	Amount of Help Needed			Amount of Help Given		
	Great	Little		All	Little	
	Amount	Some	None	Needed	Some	None
1. Planning my high school program						
2. Getting help with personal problems						
3. Understanding my capabilities						
4. Understanding test results						
5. Getting acquainted with the school						
6. Getting information about colleges						
7. Getting information about vocations						
8. Finding school activities that I enjoy						
9. Deciding which subjects to take						
10. Developing an interest in school						
11. Getting information about job						
12. Finding a job						

29. Did your Counselor

Keep track of your progress through school?	Yes	No
Get to know you as a person?	Yes	No
Give you the time needed for talks, interviews, etc.?	Yes	No
Was usually able to give information needed?	Yes	No

30. General Information

Male	Female
Single	Married
White	Non-white

INSTRUMENT
FOR
SURVEY AND STUDY

THE 1963 HIGH SCHOOL GRADUATES

OMAHA PUBLIC SCHOOLS
Department of Vocational and Adult Education
Omaha, Nebraska
May 1964

Education for the Omaha World of Work
The 1963 High School Graduates

OMAHA PUBLIC SCHOOLS

Administrative Offices
3902 Davenport Street
Omaha, Nebraska 68131

May 1, 1964

Dear Omaha Public School Graduate:

Last May, before graduation, you completed a questionnaire related to your school experiences and ambitions. We hope you will give us some of your time to complete the two cards included in this letter and return them to us in the enclosed return envelope.

By analyzing your responses as a group we can determine where changes in the educational program should be made to better meet the needs of students as they leave school. Your responses at this time will be different than they were before you left school, therefore, your cooperation will be most helpful.

Please use a soft lead pencil to fill in the appropriate spaces and make your mark dark and firm so that the machine will interpret your responses correctly. A soft lead pencil mark is necessary.

Each card was constructed so that additional instructions are not necessary. First read the entire card carefully and then mark the most appropriate space. If a question does not apply to you, make no marks in that column. On the Guidance Questionnaire you should place two marks for each of the first 12 questions, one under "Amount of Help Needed" and one under "Amount of Help Given."

We would appreciate any comments you wish to make placed on an additional sheet of paper and returned with these cards.

We thank you for your cooperation and assistance in trying to develop a better educational program for the students now in the Omaha Public Schools and all those who will follow.

Sincerely yours,

Paul A. Miller

Paul A. Miller
Superintendent of Schools

FOLLOW-UP STUDY
OMAHA PUBLIC SCHOOLS

Name _____
First Last - Maiden Married

Current Address Street City State Telephone Number

Name of school if attending Employer if employed

Course of study if in school Job title if employed

Of the Courses you took while
in High School which do you feel was

Least Valuable? _____

Most Valuable? _____

Which course(s) do you
wish you had taken? _____

COMPLETE THE FOLLOWING AS APPLIES TO YOU.

Are you now attending a college or university? No Part Time Full Time
This college or university is located Omaha Nebraska another State

Approximate college grade point average A B C D

Did you start to college after graduation
from high school and then drop out? No Yes

Since graduation have you completed or are
you now attending a trade or business school? No Yes

Type of course taken: _____ In Omaha In Nebraska Another State

Are you now employed? No Part Time Full Time

Where are you employed? Omaha Nebraska Another State

How many jobs have you had since graduating
from high school? 3 2 1 0

Married Single Separated or Widowed
Divorced

You are a parent of how many children? 3 2 1 0

Housewife Military Service Unemployed

RACE
White Negro Other

SEX
Male Female

If employed average weekly salary _____

GUIDANCE QUESTIONNAIRE

	Amount of Help Needed			Amount of Help Given		
	Great Amount	Some	Little None	All Needed	Some	Little None
1. Planning my high school program						
2. Getting help with personal problems						
3. Understanding my capabilities						
4. Understanding test results						
5. Getting acquainted with the school						
6. Getting information about colleges						
7. Getting information about vocations						
8. Finding school activities that I enjoy						
9. Deciding which subjects to take						
10. Developing an interest in school						
11. Getting information about job						
12. Finding a job						

Did your Counselor -

Keep track of your progress through school?	Yes	No
Get to know you as a person?	Yes	No
Give you the time needed for talks, interviews, etc.?	Yes	No
Was usually able to give information needed?	Yes	No

General Information

Male	Female
Single	Married
White	Non-white
Separated or Divorced	Widowed

Present Status

2 Year College
 4 Year College
 Trade or Business School
 Armed Forces
 Part Time Employed
 Full Time Employed
 Unemployed
 Housewife

INSTRUMENT
FOR
SURVEY AND STUDY

THE 1964 EDUCATION AND EMPLOYMENT SURVEY OF THE DROPOUT

OMAHA PUBLIC SCHOOLS
Department of Special Services
Omaha, Nebraska
April 1964

Education for the Omaha World of work

The 1964 Education and Employment Survey of the Dropout

EDUCATION AND TRAINING INFORMATION

The Omaha Public Schools, in cooperation with the schools of the metropolitan Omaha area, is conducting a survey as to education for the Omaha World of Work. One of the major objectives of the survey and study will be to obtain current occupational facts from the Omaha Public School dropouts of the 1962-1963 school year.

What has happened to you since you left school last year? The Omaha Public Schools are deeply concerned about all students who leave school before graduation. Will you help us by filling out the enclosed questionnaire?

In order for us to be of service to you and future students entering the public schools, we need your help. At the present time we are making every possible effort to find out the reasons for students dropping out of school. We are interested in the type of employment you have been able to secure. From this information we hope to provide school experience that will better fit the needs of all students and improve opportunities for employment.

You can be of great service to other students by filling out the questionnaire to the best of your knowledge and returning it to us in the enclosed, self-addressed envelope. Rest assured your name will not be used. Give us your honest thoughts on this problem.

We thank you for your cooperation.

Edwin H. Parrish
Director
Survey and Study

Paul A. Miller
Superintendent of Schools

PLEASE RESPOND EITHER WITH A WRITTEN ANSWER OR AN "X" AS IT APPLIES TO YOU.

Below are a list of some reasons why students drop out of school. Check all of these as they applied in your case when you dropped from school.

- | | 1. | 2. |
|--|-----------|----------|
| 1. To go to work | _____ Yes | _____ No |
| 2. Entered armed forces | _____ Yes | _____ No |
| 3. Health - physical or mental | _____ Yes | _____ No |
| 4. Marriage | _____ Yes | _____ No |
| 5. Expelled | _____ Yes | _____ No |
| 6-7. State some of the reasons for your dropout from school. | | |
| | _____ | |
| | _____ | |
| | _____ | |

8. Would you attend a school in Omaha for preparation to learn an occupation?

1. _____ Yes
2. _____ No

9-10. _____ If yes, what type of occupation would you be interested?

12. _____ Name the school in which you attended the sixth grade.

13-14. _____ Name the school in which you attended the eighth grade.

15. Did your father finish high school?

1. _____ Yes

2. _____ No

16. Did your mother finish high school?

1. _____ Yes

2. _____ No

17. Check the number of years you attended high school industrial arts shop courses which were held one period of 40-60 minutes per day. These are such courses as general shop, beginning auto mechanics, beginning woodworking, beginning mechanical drawing, beginning food service, etc.

1. _____ None

2. _____ Less than one year

3. _____ One year

4. _____ Two years

5. _____ Three years

6. _____ Four or more years

18. Check the number of years you attended high school vocational shop courses which were held at least two period of 80-120 minutes per day. These are such courses as vocational auto mechanics, vocational drafting, vocational food service, etc.

1. _____ None

2. _____ Less than one year

3. _____ One year

4. _____ Two years

5. _____ Three years

6. _____ Four or more years

19. Check the number of years you attended high school business education courses. These are such courses as general business, typing, shorthand, etc.

1. _____ None

2. _____ Less than one year

3. _____ One year

4. _____ Two years

5. _____ Three years

6. _____ Four or more years

20. Check the number of years you attended high school homemaking education courses. These are such courses as foods, clothing, home management, etc.

1. _____ None
2. _____ Less than one year
3. _____ One year
4. _____ Two years
5. _____ Three years
6. _____ Four or more years

EMPLOYMENT INFORMATION

PLEASE RESPOND WITH EITHER A WRITTEN ANSWER OR AN "X" AS IT APPLIES TO YOU.

21. Did you have employment while you were in school?

1. _____ Yes
2. _____ No

- 22-23. If you did have employment while in school, what kind of work did you do?

- 24-25. If you did have employment while in school, how many hours did you work per week?

_____ Hours per week

26. If you are now working, are you satisfied with your present job?

1. _____ Yes
2. _____ No

27. Is your present employment permanent?

1. _____ Yes
2. _____ No

- 28-29. _____ What is your father's occupation?

- 30-31. _____ What is your mother's occupation?

- 32-33. If you have applied for a job and was not employed, what reasons did the employers give you for not hiring you?

- 34-35. If you are not employed at present, what kind of a job would you like to have?

36-37. If you are not employed, what are you doing at the present time?

38-64. If you are employed at present, or have been employed at any time, complete the following information. List only the three (3) most recent.

38-39. _____ Name of Employer - Present.

40-41. _____ Type of work

_____ Date employed.

_____ Date left employment.

42-43. _____ Total time worked in months.

44-46. _____ Weekly salary.

47-48. _____ Name of Employer.

49-50. _____ Type of work

_____ Date employed.

_____ Date left employment.

51-52. _____ Total time worked in months.

53-55. _____ Weekly salary.

56-57. _____ Name of Employer.

58-59. _____ Type of work.

_____ Date employed.

_____ Date left employment.

60-61. _____ Total time worked in months.

62-64. _____ Weekly salary.

INSTRUMENT
FOR
SURVEY AND STUDY

THE 1964 PARENTS' SURVEY

OMAHA PUBLIC SCHOOLS
Department of Vocational and Adult Education
Omaha, Nebraska
April 1964

Education for the Omaha World of Work
The 1964 Parents' Survey

The Omaha Public Schools in cooperation with the schools of the metropolitan Omaha area is conducting a survey as to the education for the Omaha World of Work. One of the major objectives of the survey and study will be to provide the guide lines for planning a program of education for the Omaha World of Work. This information will be of great value in determining this educational guide.

We thank you for your cooperation.

Edwin H. Parrish
Director
Survey and Study

Paul C. Miller
Superintendent of Schools

NOTE: The number or numbers assigned to the statements or questions are for electronic data processing.

PLEASE RESPOND AS APPLIES TO YOUR FAMILY.

Note the names of the schools, as well as the number of your children, presently enrolled in school.

<u>Name of School</u>	<u>Number of Children</u>
Elementary _____ 1-2.	_____ 9.
Junior High _____ 3.	_____ 10.
High _____ 4.	_____ 11.
Business School _____ 5.	_____ 12.
Trade or Technical School _____ 6.	_____ 13.
College or University _____ 7.	_____ 14.
Other _____ 8.	_____ 15.

Name of husband's occupation.

16-17. _____

Name of wife's occupation.

18-19. _____

Number of years lived in the School District of Omaha.

20-21. _____

22-23. _____

Name of the specific jobs for which you desire preparation for your children.

24-25. _____

PLEASE RESPOND TO EACH QUESTION WITH AN "X" AS IT APPLIES TO YOUR FAMILY.

Would you recommend the establishment of these new courses in order to meet the employment requirements for your children?

26. Allied agricultural areas of work.

1. _____ yes

2. _____ no

27. Computer programming.

1. _____ yes

2. _____ no

28. Data processing.

1. _____ yes

2. _____ no

29. Culinary Arts - Foods Trades

1. _____ yes

2. _____ no

30. Electronics - Operation - Repair - Maintenance

1. _____ yes

2. _____ no

31. Dental Technician

1. _____ yes

2. _____ no

32. Custom Housekeeping

1. _____ yes

2. _____ no

33. Barbering

1. _____ yes

2. _____ no

34. Cosmetology

1. _____ yes

2. _____ no

35. Appliance Repair

1. _____ yes

2. _____ no

36. Small Business Management

1. _____ yes

2. _____ no

37. home Care assistants

1. _____ yes

2. _____ no

38. Home Decorating

1. _____ yes

2. _____ no

39. Business Machines Repair

1. _____ yes

2. _____ no

40. Medical Secretary

1. _____ yes

2. _____ no

41-42. Other - Please List by Occupation

43. Would you recommend the establishment of a school of Continuing Education to provide occupational courses at the 13th and 14th school years to meet the employment requirements for your children?

1. _____ yes

2. _____ no

44. The high schools are concerned with the issue of general courses planned for developing a broad occupational intelligence versus specialized occupational courses. Would you recommend that the high schools develop courses representing the basic knowledge for business and industry rather than courses preparing for specific occupational skills?

1. _____ yes

2. _____ no

PLEASE RESPOND WITH AN "X" AS TO YOUR DEGREE OF INTEREST IN TERMS OF YOUR CHILDREN PREPARING FOR EMPLOYMENT IN THESE OCCUPATIONAL AREAS. EXPLAIN YOUR DEGREE OF INTEREST.

POSITION CLASSIFICATION OF EMPLOYMENT

Unskilled Workers

45. Simple duties - laborer - assembly helper - etc.

1. _____ Interest

2. _____ No interest

46. Why? _____

Semi-Skilled workers

47. A defined work routine - machine operator - truck driver - etc.

1. _____ Interest
2. _____ No interest

48. Why? _____

Skilled workers

49. Occupations with extensive training-trades and crafts-foremen-etc.

1. _____ Interest
2. _____ No interest

50. Why? _____

Service Workers

51. Performance of services - cooks - barbers - beauty operators - etc.

1. _____ Interest
2. _____ No interest

52. Why? _____

Service Workers

51. Performance of services - cooks - barbers - beauty operators - etc.

1. _____ Interest
2. _____ No interest

52. Why? _____

Sales Personnel

53. Commodities and services-sales clerks-salesmen-demonstrators-etc.

1. _____ Interest
2. _____ No interest

54. Why? _____

Clerical

55. Office-clerk-stenographer-cashier-office machine operator-etc.

1. _____ Interest
2. _____ No interest

56. Why? _____

Semi-professional

57. administrative and technical-managers-superintendents-technicians

1. _____ Interest
2. _____ No interest

59. Why? _____

Professional

59. administrative and technical-college and university preparation.

1. _____ Interest
2. _____ No interest

60. Why? _____

61-62. PLEASE MAKE COMMENTS. YOUR IDEAS WILL BE MOST HELPFUL

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

INSTRUMENT
FOR
SURVEY AND STUDY

THE 1964 LABOR UNION SURVEY

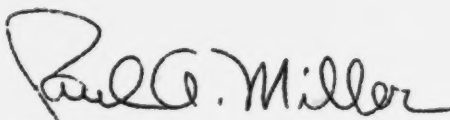
OMAHA PUBLIC SCHOOLS
Department of Vocational and Adult Education
Omaha, Nebraska
March 1964

Education for the Omaha World of Work
The 1964 Labor Union Survey

The Omaha Public Schools in cooperation with the schools of the metropolitan Omaha area is conducting a survey as to education for the Omaha World of Work. One of the major objectives of this survey and study will be to obtain current and future occupational facts from organized labor unions located within the Omaha area. This information will include job classifications, training programs, and recommendations for promotion, recruitment and education for the skilled occupations.

We thank you for your cooperation.

Edwin H. Parrish
Director
Survey and Study


Superintendent of Schools

PLEASE RESPOND TO EACH LINE.

1. Name of Union _____
Address _____ Telephone _____
Name of person completing questionnaire _____
Title _____

CONFIDENTIAL. PLEASE LIST BY CLASSIFICATION THE NUMBER OF WORKERS WHO ARE MEMBERS OF YOUR UNION. THIS IS ONLY FOR COMPARISON.

	<u>Classification</u>	<u>Total Membership</u>	NOTE: The number or numbers assigned to the statements or questions are for electronic data processing.
2-5.	Journeyman	_____	
6-8.	Apprentices or Learners	_____	
9-12.	Helpers	_____	

PLEASE ESTIMATE THE NUMBER OF WORKERS TO BE NEEDED IN YOUR CRAFT BY 1970.

	<u>Classification</u>	<u>Replacement</u>	<u>Expansion</u>	<u>Total</u>
13-24.	Journeyman	_____	_____	_____
25-36.	Apprentices or learners	_____	_____	_____
37-48.	Helpers	_____	_____	_____

SPECIAL COMMENTS AS TO 1970 ESTIMATE OF WORKER NEEDS.

PLEASE RESPOND TO EACH QUESTION WITH AN "X" AS IT APPLIES TO YOU.

49. Does your organization at this date cooperate with management in sponsoring an apprenticeship or learner program?

1. _____ Yes

2. _____ No

50. If you have an apprenticeship or learner program at this date, do your apprentices or learners attend related instruction classes sponsored jointly with the public schools?
1. _____ Yes
 2. _____ No
 3. _____ Does not apply - no program
51. Would your organization recommend the establishment of a school where learners, apprentices, and journeymen could attend as special courses were needed? This would be a special school of Continuing Education.
1. _____ Yes
 2. _____ No
52. Has your organization since September 1963, had any adult education classes in cooperation with the public schools for upgrading the journeymen?
1. _____ Yes
 2. _____ No
53. Has your organization since September 1963, had any adult education classes for upgrading the journeymen which were not sponsored by the public schools?
1. _____ Yes
 2. _____ No
54. Is there an interest on the part of your union membership in adult education classes for upgrading the journeymen?
1. _____ Yes
 2. _____ No
55. Does your trade have state or city licensure?
1. _____ Yes
 2. _____ No
56. Is an examination or test within the trade required of persons asking membership in your labor organization?
1. _____ Yes
 2. _____ No

PLEASE RESPOND TO EACH STATEMENT WITH AN "X" AS IT APPLIES TO YOU.

57. The present need for an increase in number of apprentices or learners in your trade. CHECK ONLY ONE.
1. _____ None
 2. _____ Less than 10%
 3. _____ 10%
 4. _____ 15%
 5. _____ 20%
 6. _____ 25%
 7. _____ More than 25%

64. High school shop courses are best planned as broad in nature or a cluster of similar occupations rather than for a single-skill occupation. As an example, rather than a course for carpentry, the course would include the basic knowledge for the total field of woodworking.
1. _____ Strongly agree
 2. _____ Agree
 3. _____ Undecided
 4. _____ Disagree
 5. _____ Strongly disagree
65. At least two (2) years of high school shop courses planned broad in nature, and not developed for a single-skill occupation, should be one of the requirements for entrance into an apprenticeship or learner program.
1. _____ Strongly agree
 2. _____ Agree
 3. _____ Undecided
 4. _____ Disagree
 5. _____ Strongly disagree
66. At least (2) years of high school drafting should be one of the requirements for entrance into an apprenticeship or learner program.
1. _____ Strongly agree
 2. _____ Agree
 3. _____ Undecided
 4. _____ Disagree
 5. _____ Strongly disagree
67. Credit on apprenticeship or learner time should be granted for high school shop courses which are related to the occupation.
1. _____ Strongly agree
 2. _____ Agree
 3. _____ Undecided
 4. _____ Disagree
 5. _____ Strongly disagree
68. The opportunity of summer work experience for high school shop instructors in order to keep abreast of industrial and technical changes is an arrangement which would be acceptable to labor. This idea is based upon a satisfactory labor market in terms of employment.
1. _____ Strongly agree
 2. _____ Agree
 3. _____ Undecided
 4. _____ Disagree
 5. _____ Strongly disagree

69. Labor should be actively engaged in advising the public schools concerning the curriculum for high school industrial education shop courses.
1. _____ Strongly agree
 2. _____ Agree
 3. _____ Undecided
 4. _____ Disagree
 5. _____ Strongly disagree
70. High school mathematics courses such as algebra and geometry are of greater value for the apprenticeship or learner program than the high school shop courses.
1. _____ Strongly agree
 2. _____ Agree
 3. _____ Undecided
 4. _____ Disagree
 5. _____ Strongly disagree
71. At least two (2) years of high school mathematics in terms of either or both algebra and geometry should be one of the requirements for entrance into an apprenticeship or learner program.
1. _____ Strongly agree
 2. _____ Agree
 3. _____ Undecided
 4. _____ Disagree
 5. _____ Strongly disagree
72. High school science courses such as physics and chemistry are of greater value for the apprenticeship or learner program than the high school shop courses.
1. _____ Strongly agree
 2. _____ Agree
 3. _____ Undecided
 4. _____ Disagree
 5. _____ Strongly disagree
73. At least two (2) years of high school science in terms of either or both physics and chemistry should be one of the requirements for entrance into an apprenticeship or learner program.
1. _____ Strongly agree
 2. _____ Agree
 3. _____ Undecided
 4. _____ Disagree
 5. _____ Strongly disagree

1. _____ Strongly agree
2. _____ Agree
3. _____ Undecided
4. _____ Disagree
5. _____ Strongly disagree

1. _____ Strongly agree
2. _____ Agree
3. _____ Undecided
4. _____ Disagree
5. _____ Strongly disagree

PLEASE MAKE COMMENTS. YOUR IDEAS WILL BE MOST HELPFUL

INSTRUMENT
FOR
SURVEY AND STUDY

THE 1964 SURVEY OF THE OMAHA, NEBRASKA APPRENTICES

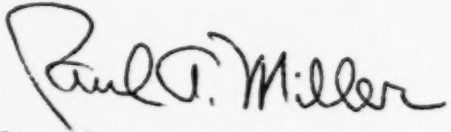
OMAHA PUBLIC SCHOOLS
Department of Vocational and Adult Education
Omaha, Nebraska
March 1964
Education for the Omaha World of Work
The 1964 Survey of the Omaha Nebraska Apprentices

The Omaha Public Schools in cooperation with Vocational Education of the State Department of Education is conducting a survey of apprenticeship in Omaha, Nebraska. The major objective of this survey and study will be to obtain current personal and educational facts concerning the apprentices attending related instruction classes. These facts will reveal the personal and educational characteristics of the apprentices that have provided the basis for the success of apprenticeship in Omaha, Nebraska.

Apprenticeship in Omaha, Nebraska is a cooperative endeavor between Management, the Craft Labor Unions, the Bureau of Apprenticeship and Training of the U. S. Department of Labor, Vocational Education of the State Department of Education and the Omaha Public Schools. This group is represented by a joint apprenticeship committee for each craft. These committees plan the program for meeting the needs of Omaha, Nebraska, in terms of the skilled crafts, for the trade and industrial manpower requirements.

We thank you for your cooperation.

Edwin H. Parrish
Director
Survey and Study


Superintendent of Schools

PLEASE RESPOND ON EACH LINE.

NOTE: The number or numbers assigned to the statements or questions are for electronic data processing.

1. Omaha
Name of City
- 2-3. _____
Name of Trade
- 4-5. _____
Present Age
- 6-7. _____
Age at beginning of
Apprenticeship Program
8. _____
Present year in Apprenticeship
Program

PLEASE RESPOND TO EACH QUESTION WITH AN "X" AS IT APPLIES TO YOU

9. Were you married at the time of beginning your apprenticeship?
 1. _____ Yes
 2. _____ No
10. If now married, do you have dependent children?
 1. _____ Yes
 2. _____ No
 3. _____ Does not apply - Single
11. Did you have work experience previous to apprenticeship?
 1. _____ Yes
 2. _____ No

12. If you did have work experience previous to apprenticeship, did you receive credit on your apprenticeship time?
1. _____ Yes
 2. _____ No
 3. _____ Does not apply - No work experience
13. Did you receive credit on your apprenticeship time for any of your high school courses?
1. _____ Yes
 2. _____ No
14. If you did receive credit on your apprentice time for any of your high school courses, were these school shop or drafting courses?
1. _____ Yes
 2. _____ No
 3. _____ Does not apply - No credit
15. Have you been in the military service?
1. _____ Yes
 2. _____ No
16. If you were in the military service, did you receive credit on your apprentice time for special military courses?
1. _____ Yes
 2. _____ No
 3. _____ Does not apply - No military service
17. Did you attend a private trade or technical school after leaving or completing school?
1. _____ Yes
 2. _____ No
18. Did you attend a trade or technical school sponsored by public education after leaving or completing school?
1. _____ Yes
 2. _____ No
19. If you did attend either a private or public education trade or technical school, did you receive credit on your apprenticeship time?
1. _____ Yes
 2. _____ No
 3. _____ Does not apply - No attendance trade or technical school
20. Was the apprenticeship program discussed with you by either a principal, counselor, or teacher while you were in high school?
1. _____ Yes
 2. _____ No

PLEASE RESPOND TO EACH STATEMENT WITH AN "X" OR "X"'S AS IT APPLIES TO YOU.

21. Relatives who have been or are working at your trade. CHECK AS APPLIES.

1. _____ None
2. _____ Grandfather
3. _____ Father
4. _____ Brother
5. _____ Father-in-law
6. _____ Brother-in-law
7. _____ Other

22. The highest grade completed in school. CHECK ONLY ONE

1. _____ Less than 8th Grade
2. _____ 8th Grade
3. _____ 9th Grade
4. _____ 10th Grade
5. _____ 11th Grade
6. _____ 12th Grade - Graduation
7. _____ More than 12th Grade

23. The number of years between leaving or completing school and beginning the apprenticeship program. CHECK ONLY ONE.

1. _____ None
2. _____ Less than 1 year
3. _____ 1 year
4. _____ 2 years
5. _____ 3 years
6. _____ 4 years or more

24. The number of years in high school industrial arts shop courses which were held one period of 40 to 60 minutes per day. CHECK ONLY ONE.

1. _____ None
2. _____ Less than 1 year
3. _____ 1 year
4. _____ 2 years
5. _____ 3 years
6. _____ 4 years or more

25. The number of years in high school vocational shop courses which were held at least 2 periods of 30 to 120 minutes per day. CHECK ONLY ONE.

1. _____ None
2. _____ Less than 1 year
3. _____ 1 year
4. _____ 2 years
5. _____ 3 years
6. _____ 4 years or more

26. The number of years in high school drafting courses. CHECK ONLY ONE.

1. _____ None
2. _____ Less than 1 year
3. _____ 1 year
4. _____ 2 years
5. _____ 3 years
6. _____ 4 years or more

27. The mathematics courses completed in high school. CHECK AS APPLIES.

1. _____ None
2. _____ General Mathematics
3. _____ Shop Mathematics
4. _____ Algebra
5. _____ Geometry
6. _____ Solid Geometry
7. _____ Trigonometry
8. _____ Other

28. The science courses completed in high school. CHECK AS APPLIES

1. _____ None
2. _____ General Science
3. _____ Biology
4. _____ Physics
5. _____ Chemistry
6. _____ Other

PLEASE RESPOND TO EACH STATEMENT WITH AN "X" AS TO YOUR DEGREE OF AGREEMENT OR DISAGREEMENT.

29. Apprenticeship through the use of on-the-job training combined with related instruction classes is the most suitable arrangement for learning a trade.

1. _____ Strongly agree
2. _____ Agree
3. _____ Undecided
4. _____ Disagree
5. _____ Strongly disagree 129

30. High school graduation should be a minimum requirement for entrance into an apprenticeship program.
1. _____ Strongly agree
 2. _____ Agree
 3. _____ Undecided
 4. _____ Disagree
 5. _____ Strongly disagree
31. Above average high school grades or scores should be a minimum requirement for entrance into an apprenticeship program.
1. _____ Strongly agree
 2. _____ Agree
 3. _____ Undecided
 4. _____ Disagree
 5. _____ Strongly disagree
32. High school shop courses are best planned as broad in nature or a cluster of similar occupations rather than for a single skill occupation. As an example, rather than a course for carpentry, the course would include the basic knowledge for the total field of woodworking.
1. _____ Strongly agree
 2. _____ Agree
 3. _____ Undecided
 4. _____ Disagree
 5. _____ Strongly disagree
36. Two (2) years of high school mathematics in terms of either or both algebra and geometry should be a minimum requirement for entrance into an apprenticeship program.
1. _____ Strongly agree
 2. _____ Agree
 3. _____ Undecided
 4. _____ Disagree
 5. _____ Strongly disagree
38. High school science courses such as physics and chemistry are of greater value for apprenticeship program than the high school shop courses.
1. _____ Strongly agree
 2. _____ Agree
 3. _____ Undecided
 4. _____ Disagree
 5. _____ Strongly disagree

39. Two (2) years of high school science in terms of either or both physics and chemistry should be a minimum requirement for entrance into an apprenticeship program.

1. _____ Strongly agree
2. _____ Agree
3. _____ Undecided
4. _____ Disagree
5. _____ Strongly disagree

40. High school courses in physics are of greater value for the apprenticeship program than the high school chemistry courses.

1. _____ Strongly agree
2. _____ Agree
3. _____ Undecided
4. _____ Disagree
5. _____ Strongly disagree

INSTRUMENT
FOR
SURVEY AND STUDY

THE 1964 BUSINESS AND INDUSTRY SURVEY

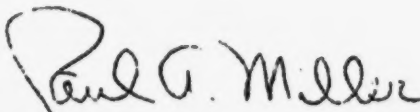
OMAHA PUBLIC SCHOOLS
Department of Vocational and Adult Education
Omaha, Nebraska

Education for the Omaha World of Work
The 1964 Business and Industry Survey

The Omaha Public Schools in cooperation with the schools of the metropolitan Omaha area is conducting a survey as to education for the Omaha World of Work. One of the major objectives of the survey and study will be to obtain current occupational facts from the business and industries located within the Omaha area. This information will include present personnel requirements, the type of education needed for occupational performance, as well as a projection for future personnel needs.

We thank you for your cooperation.

Edwin H. Parrish
Director
Survey and Study


Superintendent of Schools

1-3. Card number _____.

PLEASE RESPOND TO EACH LINE

NOTE: The number or numbers assigned to the statements or questions are for electronic data processing.

4-5. _____
Name of Company

Address

Telephone

Name of person completing questionnaire _____

Title _____

POSITION CLASSIFICATION OF EMPLOYMENT

Present Employment and the 1970 Needs

Unskilled Workers

Simple duties - labor - assembly helper - etc.

6-8. _____ Total present number

9-11. _____ Total needs for 1970

Semi-Skilled Workers

A defined work routine - machine operator - truck driver - etc.

12-15. _____ Total present number

16-19. _____ Total needs for 1970

Skilled Workers

Occupations as a result of extensive training - crafts - foremen - etc.

20-23. _____ Total present number

24-27. _____ Total needs for 1970

Service Workers

Performance of services for persons-cooks-waiters-custodians-etc.

28-31. _____ Total present number

32-35. _____ Total needs for 1970

Sales Personnel

Commodities and services-sales clerks-salesmen-demonstrators-etc.

36-39. _____ Total present number

40-43. _____ Total needs for 1970

Clerical

Office - clerk-stenographer-cashier-office machine operator - etc.

44-47. _____ Total present number

48-51. _____ Total needs for 1970

Semi-Professional

Administrative and technical - managers - superintendents - technicians.

52-55. _____ Total Present number

56-59. _____ Total needs for 1970

Professional

Administrative and technical - college and university preparation.

60-63. _____ Total present number

64-67. _____ Total needs for 1970

All Classifications of Employees

Total of all workers as noted in the classification groups.

68-71. _____ Total present number

72-75. _____ Total needs for 1970

EDUCATION AND TRAINING
Information

1-3. Card Number _____ Use only in the Electronic Data Process.

PLEASE RESPOND TO EACH QUESTION WITH AN "X" AS IT APPLIES TO YOUR FIRM.

4. Does your firm employ persons with less than high school graduation?

1. _____ Yes

2. _____ No

5. Does your firm require previous work experience for employment?

1. _____ Yes

2. _____ No

6. Is an on-the-job training program being conducted by your firm?

1. _____ Yes

2. _____ No

7. Does your firm have an education or training director?

1. _____ Yes

2. _____ No

8. Has your organization since September 1963, had any adult education classes in cooperation with the public schools for upgrading your employees?

1. _____ Yes

2. _____ No

9. Has your organization since September 1963, had any adult education classes for upgrading your employees which were not sponsored by the public schools?
1. _____ Yes
2. _____ No
10. Does your firm at this date cooperate with the labor organizations in sponsoring learner or apprenticeship programs?
1. _____ Yes
2. _____ No
11. Does your firm have job or position descriptions?
1. _____ Yes
2. _____ No
12. Would your firm participate in a work experience program for high school seniors in which one-half (1/2) day was spent in school and one-half (1/2) day spent at work?
1. _____ Yes
2. _____ No
13. Would your firm accept, without actual work experience, qualified graduates from high school courses in agriculture, business, distribution or merchandising, home economics, or trade and industrial planned for the World of Work?
1. _____ Yes
2. _____ No
14. Would your firm provide the opportunity of summer work experience for high school teachers of agriculture, business, distribution or merchandising, home economics or trade and industrial engaged in the World of Work teaching? This idea being based upon a satisfactory labor market in terms of employment.
1. _____ Yes
2. _____ No
15. Is the completion of adult education courses used as a factor of evaluation in employee promotion?
1. _____ Yes
2. _____ No
16. Is your firm acquainted with the Omaha area high school courses offered in agriculture, business, distribution or merchandising, home economics, or trade and industrial for the World of Work?
1. _____ Yes
2. _____ No

Please Respond to each Statement with the number which shows the Degree of Importance for each Class of Worker.

1. Little importance
2. Some importance
3. Great importance

The ability to use Manipulative Hand, Machine, and Equipment Skills.

- 17. _____ Unskilled workers
- 18. _____ Semi-skilled workers
- 19. _____ Skilled workers
- 20. _____ Service workers
- 21. _____ Sales personnel
- 22. _____ Clerical
- 23. _____ Semi-professional
- 24. _____ Professional

The ability to use Oral Communication Skills in terms of giving directions and explanations.

- 25. _____ Unskilled workers
- 26. _____ Semi-skilled workers
- 27. _____ Skilled workers
- 28. _____ Service workers
- 29. _____ Sales personnel
- 30. _____ Clerical
- 31. _____ Semi-professional
- 32. _____ Professional

The ability to use Written Communication Skills in terms of Records and Reports.

- 33. _____ Unskilled workers
- 34. _____ Semi-skilled workers
- 35. _____ Skilled workers
- 36. _____ Service workers
- 37. _____ Sales personnel
- 38. _____ Clerical
- 39. _____ Semi-professional
- 40. _____ Professional

To have an understanding of Materials and Production Methods.

- 41. _____ Unskilled workers
- 42. _____ Semi-skilled workers
- 43. _____ Skilled workers
- 44. _____ Service workers
- 45. _____ Sales personnel
- 46. _____ Clerical
- 47. _____ Semi-professional
- 48. _____ Professional

To have an understanding of Basic Scientific Principles.

- 49. _____ Unskilled workers
- 50. _____ Semi-skilled workers
- 51. _____ Skilled workers
- 52. _____ Service workers
- 53. _____ Sales personnel
- 54. _____ Clerical
- 55. _____ Semi-professional
- 56. _____ Professional

To have an understanding of Basic Principles of Mathematics.

- 57. _____ Unskilled workers
- 58. _____ Semi-skilled workers
- 59. _____ Skilled workers
- 60. _____ Service workers
- 61. _____ Sales personnel
- 62. _____ Clerical
- 63. _____ Semi-professional
- 64. _____ Professional

The ability to use Drawings and Handbooks.

- 65. _____ Unskilled workers
- 66. _____ Semi-skilled workers
- 67. _____ Skilled workers
- 68. _____ Service workers
- 69. _____ Sales personnel
- 70. _____ Clerical
- 71. _____ Semi-professional
- 72. _____ Professional

PLEASE RESPOND TO EACH STATEMENT OR QUESTION.

73. There is presently community interest in the establishment of a School of Continuing Education to provide occupational courses at the 13th and 14th school years. Please suggest the job areas in which training or education might be offered to meet employment needs of your firm.

74. The high schools of the metropolitan Omaha area are concerned with the issue of specialized occupational courses versus general approach with courses planned for developing a broad occupational intelligence. As an example, should the high schools provide occupational preparation for specific manual or machine skills, or develop courses which represent the basic knowledge for certain areas of student interest in business and industry? Please explain your reaction based upon the employment requirements of your firm.

75. What areas of education or training not presently being offered by the high schools of the metropolitan Omaha area should be added to their programs in order to meet your employment requirements?

76. In relation to the employment requirements of your firm what improvements would be recommended for the present educational or training programs of the metropolitan Omaha area high schools?

75. What areas of education or training not presently being offered by the high schools of the metropolitan Omaha area should be added to their programs in order to meet your employment requirements?

76. In relation to the employment requirements of your firm, what improvements would be recommended for the present educational or training programs of the metropolitan Omaha area high schools?

77. What types of job openings are your firm presently attempting to fill? Please note by job or position classifications.

[illegible]

CONCLUSIONS AND RECOMMENDATIONS

FOR

SURVEY AND STUDY

EDUCATION FOR WORK

IN THE

OMAHA PUBLIC SCHOOLS

EDUCATION FOR WORK

OMAHA PUBLIC SCHOOLS

THE CONCLUSIONS AND RECOMMENDATIONS

Education for work is a product of many factors. This is a form of education which is the result of the interaction of parents, labor, management and the public schools. The image of education for work is the result of mixed emotions of many persons. There are those who see in this program only the perpetuation of vocational education, while others see it only as a remains of a learning program held up by tradition. It is a paradox that education for work can be so valued among many nations of the world due to its economic importance, yet be so disregarded and minimized by many of our nation. It might be said that this facet of education has survived in our economy because of the deep-seated belief in its function by a few dedicated persons who have been willing to give more than lip-service to this program.

Our society is dependent upon a growth in terms of the Gross National Product. An education for the world of work is an important contributor to the Gross National Product. As has been expressed earlier in this study, vocational education is one facet of this education for the world of work. In spite of the image and values placed upon the vocational education program, both the national leaders of management and labor favor its continuance. It is true that the conflicting conceptions of this program will hamper its growth. As a resultant of this misunderstanding of education for work, there has been a denial of this opportunity to the youth of our nation. We are at a point in our national economy where no denial for work opportunity should be tolerated.

The absence of research in education for work is most noticeable. It is true that the United States Department of Labor has formulated its plans for specifying and estimating the need concerning the labor market. Research related to supplying these needs is lacking. Studies must be made in terms of the educational program, both within school and post-secondary, for meeting this occupational need.

It was the purpose of this study to gather and evaluate pertinent information concerning the educational needs of the population for earning a living in metropolitan Omaha, Nebraska.

From the data of this research, a number of definite conclusions have been drafted and expressed in this study. In addition, it is the thought of the writer that certain recommendations are most apropos. These recommendations will be expressed within these four items:

1. Business, industry and labor
2. Parents
3. Schools
4. Finance

It is not the intent within these recommendations to develop either the "hardware" or "machinery" for education for work in Omaha, Nebraska. Rather, it is hoped that from these recommendations will come a desire on the part of this community to view its needs and to establish an educational program geared to meet those needs.

ACTION FOR THE CHALLENGE

BUSINESS, INDUSTRY AND LABOR --

Should become more familiar with the current school courses, particularly in the areas of vocational and technical education.

Should make definite arrangements with the schools in providing counsel for the addition and modification of the program of education for work.

Should provide guidance and counseling for its employees in matters of the opportunities of adult education.

Should assist, through their associations, in strengthening an understanding for the program of vocational and technical education.

Should be given the opportunity to work more closely with the schools in helping prepare young adults for employment.

PARENTS --

Should have available the information for job opportunities, educational requirements and student interests and capabilities.

Should have a more realistic understanding of the education from which their children can profit as well as the jobs they probably will be able to obtain.

Should be influenced to recognize that the number of students preparing to enter college is not realistic. Many students currently preparing for college admission should instead be afforded the opportunity of vocational and technical education.

Should modify the emphasis on a preparatory program for college or what is thought to be prestige education. No single course or curriculum has the features of status, prestige and recognition. There should be a program planned to the abilities and needs of all students for whom public education has responsibility.

Should reevaluate the unrealistic values of prestige attached to academic courses.

Should develop a proper balance between academic and vocational curricula. This would make possible a truly comprehensive program, thus meeting the needs of all students and the entire society.

Should build prestige and acceptability into every curriculum offered by the schools. An image for this should be incorporated in both vocational and academic programs.

Should meet the dropout challenge by making certain that a complete continuum of curricula is offered which meets the needs, interests, and abilities of all students.

Should provide an increase in counseling and guidance services in order to meet adequately the needs of all students. Provision should be considered for a continuum from the elementary grades through the adult education program.

Should establish a complete counseling and guidance program. This should include counseling for students in schools, as well as students after graduation or leaving school, in terms of follow-up concerning post-high school education and employment.

Should inform all students of possibilities for job opportunities in relation to their interests and abilities. The students should be more realistic about educational needs and potential for employment.

Should continuously evaluate the economy of the community with an incorporation into both academic and vocational programs. Changes should motivate business, industry and education to concentrate on practical level training programs.

Should continuously develop and modify the courses of study to meet current employment standards. The meaning of a course title and a certificate of completion should be so identified as to give common understanding to both students and business and industry.

Should develop a vocational curricula with a functional literacy required for a job area, and thus provide a base in salable skills.

Should work with parents to educate and train with a realistic approach to the employment needs of the community.

Should establish special advisory committees to counsel with the schools in education for work with reference to specified occupational fields.

Should expand adult education to meet the needs of students and employers more adequately by the establishment of a school of continuing education.

Should form a business-industry-education council to coordinate employment needs and the school program. This will assist the schools in providing the education which is necessary in our world of technology.

SCHOOLS --

Should establish a continuous program of research in the area of education for work. The bench marks are established by this survey and study.

Should consider the development of basic programs which are representative of the common elements for each cluster of closely related occupations.

Should provide to trade and industrial education the extension of the idea that supervision is at its best when it is vertical through a total field from the in-school program through adult education.

FINANCE --

Should provide a pattern of matching with federal, state and local funds for vocational and technical education, as provided by the Nebraska State Plan for Vocational Education. This would include both expenditures for capital outlay and current operations.

Estimates of Capital and Replacement Costs

A School of Continuing Education		\$2,000,000
Trade and Industrial Education		450,000
Graphic Arts	\$200,000	
Electronics	80,000	
Power Mechanics	40,000	
Metals	60,000	
Service	50,000	
Agriculture	20,000	
Homemaking Education		\$10,000
Wage earning occupations	\$10,000	
Distributive Education		\$15,000
Project laboratories	\$15,000	
Business Education		\$16,000
Office Machines	\$16,000	

Estimates of Staff Costs

A School of Continuing Education		\$600,000
Trade and Industrial Education		\$10,000
Assistant Supervisor	\$10,000	

The implications in education for work as related to the schools should be given consideration. This is an area about which not too much is known by many educators. This is true, both with respect to the in-school programs and the adult education programs. In fact, in most instances the need for the establishment of a continuous program of education for work is being neglected.

Educational administration is dedicated to the task of developing instruction and improving instruction. This means that the school administrator must make it a point to understand education for work. The premise of an education for living and earning a living is a must.